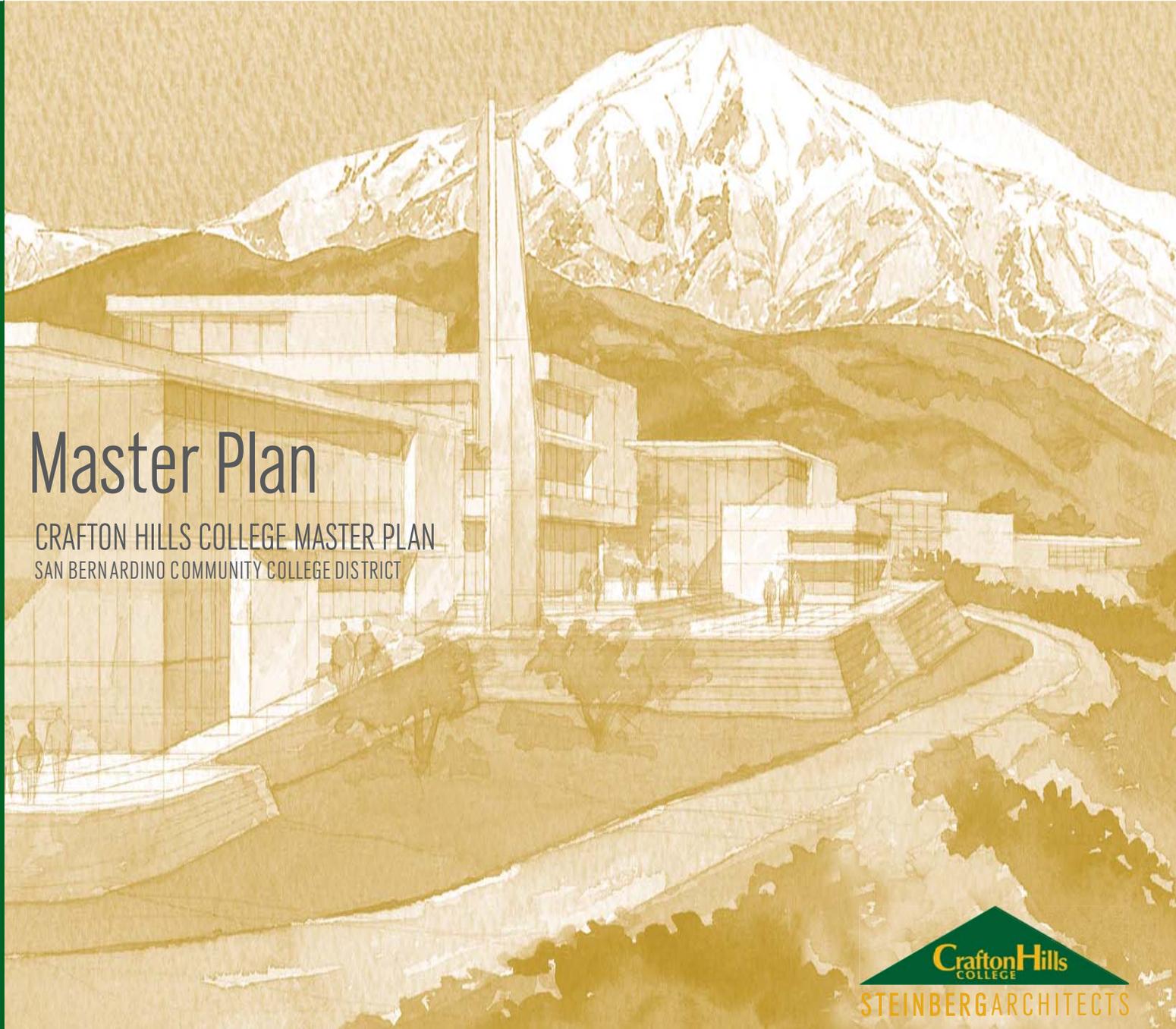


Volume 1

Master Plan

CRAFTON HILLS COLLEGE MASTER PLAN
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT





MISSION STATEMENT

In a serene, welcoming environment, Crafton Hills College promotes learning through self-discovery and the acquisition and application of knowledge and skills. This mission is carried out in a dynamic educational community that encourages intellectual curiosity and fosters an openness to a wide range of people and ideas.



Volume 1 Master Plan

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Goals

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1 | SUMMARY

OVERVIEW

As the first of four volumes, the master plan book describes the comprehensive plan that has been developed to address utilization and needs, facilities assessments, planning concepts, and aesthetics. Thus, it is intended to respond to the outcomes of both the master program book (volume two), in terms of program and building growth, and also to the facilities assessment report (volume three) that details the overall conditions for the site and the buildings. Phasing and implementation is discussed in volume four and includes campus infrastructure, building locations and phasing, and guidelines for architecture, landscaping, and beyond.

PROCESS

In November 2002, the voters of San Bernardino County approved Measure P, which provides \$190 million of bond funds to improve the facilities at San Bernardino Community College District's two colleges, San Bernardino Valley College and Crafton Hills College. In the fall of 2004, Crafton Hills College selected Steinberg Architects to develop and implement a master plan for the college. With the expectation of more than doubling in student enrollment, the master plan describes the first major additions and improvements to the campus since the college opened its doors in 1972.

The master planning process kicked off in January of 2005, and a series of workshops were held with the Master Plan Committee and the Instructional and Student Services councils. The result of the first of these workshops was the creation of goals for the master plan. Along with the college's mission statement, these goals have served as guiding principles for future planning. Meetings were conducted with the college's departments, not only in order to learn how current facilities were being used but also to determine what each department's future needs would be. A space utilization report was presented to the college, in which assignable square footage was confirmed and space use by department was identified. In addition to space needs, workshops for growth projections, programming, and planning were held.

Concurrent with these early meetings, the architect/consultant team performed an assessment study for all of the existing buildings, site, and infrastructure for the campus. The purpose of the study was to document current conditions, assess potential life safety issues, and make recommendations to bring the campus up to current standards and codes.

Further work with the college's committees identified organizational principles for planning concepts, and detailed site analysis studies were presented. An in-depth investigation considered options for phasing and implementation, both for scopes of work of new and existing buildings and site infrastructure as well as scopes of work for building locations and siting. Guidelines for architectural expression was established, and a comprehensive landscape plan was created. The culmination of all of these elements is the 2025 Master Plan.

MASTER PLAN

The goals outlined by the master plan have underscored every step of the process and are presented herein. The framework for future development is rooted in a study of the college's architectural predecessors, as well as in the context of its location and site. Site analyses have contributed to an overall understanding of the elements that make this campus and its environment unique. The identification and preservation of the character of this campus will set the tone for what follows.

A concept to organize and guide campus growth has been developed that groups departments, and therefore buildings, into clusters, within which the needs of the specific programs and users are better served. Variety of space and use is introduced throughout the campus, encouraging interaction and taking advantage of the college's natural setting.

The master plan reflects the ideas and concepts that have been laid out, with special consideration being given to the district's goals for growth and creating a plan that allows for flexibility in that timeline. The landscape master plan enriches and reinforces these precepts, not only defining the quality of each outdoor space but also reinforcing connections between clusters.



2025 Master Plan

GOALS

STUDENT LIFE

To recruit and retain students at Crafton Hills College by offering courses and programs that meet their needs and by providing a cohesive academic and social life that meets their expectations.

To expand instructional programs by increasing courses available through Distance Learning and the Internet.

To increase the number of "hot spots" on campus by locating them within larger learning communities and furnishing them with spaces, food, technology, and resources appropriate to the activities.

To distinguish Crafton Hills College through its course offerings, which are scheduled to accommodate students' lifestyles, and to allow the successful completion of programs in a timely manner.

FACULTY & STAFF LIFE

To provide an atmosphere that fosters and supports faculty and staff interaction, faculty training in new technologies, and the development of new instructional programs

COMMUNITY

To enhance the identity of Crafton Hills College in the community.

To create an inviting environment that promotes community involvement.

To provide programs and facilities that meet the needs of the community.

ACCESS

To provide easy access to information, resources, and services at the college.

To provide student services any time, any place, any pace.

To improve the navigation, accessibility, and identification of the campus during all hours of operation.

CAMPUS ENVIRONMENT

To create state-of-the-art buildings that responsibly address and accommodate the projected growth for the college while maintaining the park-like atmosphere and architectural integrity of the campus.

To create a physical framework and infrastructure that will allow Crafton Hills College the flexibility to grow and adapt as technology and instructional methods evolve.

2 | CONTEXT

HISTORY

E. STEWART WILLIAMS



photo from The Palm Springs Historical Society

“As an expression of the physical and social environment that produced it, architecture has the potential ability of being the greatest art of its time.”

- E. Stewart Williams.¹

Born in 1909, Stewart Williams grew up in Dayton, Ohio. He studied architecture at Cornell University and the University of Pennsylvania and subsequently taught at Columbia University from 1934 to 1938. Williams traveled through Europe in the late 30s before a brief stint working for Raymond Loewy. He joined his father, Harry, and brother, Roger, in Palm Springs in 1946 and they formed the architecture firm of Williams, Williams, and Williams. After their father's passing in 1957, another regional architect, John Porter Clark, joined the firm in the early 1960s.²

Architectural styles in Palm Springs and the surrounding communities ranged from traditional Spanish stucco and red tile roofs to the cool aesthetic of the International and Modernist schools. European Modernists, including Mies van der Rohe, Le Corbusier, Walter Gropius, and Adolph Loos, had begun to develop building styles that were reactions against the traditional, and often state sponsored, building types. Eschewing ornament and symmetry, their creations were radical departures from the norm; they believed that architecture should serve as an instrument of moral and social reform, and they embraced new materials and construction methods. Glass, steel, concrete, and wood became the favored building materials, while open floor plans, overlapping planes, and volumetric expression changed interior space planning, exterior forms, and facades.

Many of the well-known architects already practicing in California, such as Rudolph Schindler, Richard Neutra, and Albert Frey, had begun to apply the ideals espoused by their European predecessors in the Modern movement. However, their interests lay less with socio-political philosophies and more in the forms and materials. Williams, and many of his contemporaries practicing in the 1940s and 50s in the region, experimented with emerging styles of California architecture, adapting them to the unique climate of the Palm Springs area. The resulting distinctive architectural style has come to be known as Desert Modernism.

Williams was particularly interested in achieving a balance between the building and its environment, embracing and capturing the beauty of the natural setting. In early works such as the Sinatra and Edris houses, the siting of the buildings intrude minimally onto the landscape and large expanses of glass create a sense of continuity between the interior and exterior. The steel structure is light, as are the sloping, cantilevered roof forms.

He continued to experiment with materials, and concrete predominated his later work. Williams once remarked, “I don't like stucco or paint - let the natural beauty of the material be the thing you see on the finish.”³ Later works - Coachella Valley S&L, Crafton Hills College, and the Palm Springs Desert Museum - reflect that sensibility. The concrete is used as both structure and facade, and texture is provided through exposed formwork patterns and embedded materials such as stone.



Figure 2. Frank Sinatra House. 1946.
photo by Jonathan Becker



Figure 4. Edris House. 1954.
photo by David Glomb



Figure 5. Coachella Valley Savings and Loan. 1961.
photo by Monica Lee



Figures 6, 7, and 8. Palm Springs Desert Museum. 1976.
photos by Julius Shulman

HISTORY | BRUTALISM

The development of E. Stewart Williams' architecture - from the use of primarily steel and glass to the use of concrete - illustrates his shifting focus from the Modernism of Mies van der Rohe's minimalist expressionism to Le Corbusier's sculptural monumentalism. Beginning with the Unité d'Habitation at Marseilles and the Dominican monastery of La Tourette, Le Corbusier began to favor textured, unfinished concrete that allowed for the visual expression of the means of construction. This technique is generally referred to as *béton brut*, which translates to rough or raw concrete, and it grew into a movement, of which Le Corbusier is considered to be the father. Hallmarks of the style include repetitive forms, geometric interplay, mass, solidity, and functional transparency.

Le Corbusier's influence in architectural circles was widespread, and many architects began to use raw materials, to reveal the construction process, and to experiment with mass and scale. Peter and Alison Smithson in Britain were among the first to adopt the style. The Smithsons worked primarily with steel, glass, precast concrete slabs, and brick, and frequently exposed piping and electrical conduits. Architects such as Sir Denys Lasdun in Britain and Paul Rudolph in the U.S. followed in Le Corbusier's footsteps, preferring to use cast in place concrete. Rudolph's Art and Architecture building at Yale University illustrates a collision of volumes and complexity of interior space. The towers house mechanical functions, and the seemingly rational glass and concrete facade belies the 39 levels on 7 different stories inside. Lasdun's Royal National Theater in London is truly monumental in scale, with layered forms, tower masses, and exposed walkways.

Brutalism continued to develop in North America into a typology frequently associated with civic and collegiate institutions, as the elements that typify the style can be translated quite literally into representations of the values and goals of social and political associations. Boston City Hall, designed by Kallman, McKinnell, and Knowles, epitomizes these tendencies. It stands as an object within a monumental brick plaza and has become an important civic symbol viewed from great distances throughout the city. In a seeming reversal of scale of materials, its red brick base contrasts with the stepped, concrete upper stories and oversized projections that partially shade the areas below. The ground floor is largely open to the elements, and those spaces which are enclosed are large in scale. Significant interior spaces are expressed as sculptural elements on the facade, interrupting the overall rhythm of the building.



Figure 1. Unité d'Habitation, Marseilles. 1946-52.
photo from Wikipedia.



Figure 2. La Tourette. Evieux-sur-Arbresle. 1953-60.
photo still from film by Richard Copans.



Figure 3. Art & Architecture Building, Yale University. 1958-63.
photo from Mary Ann Sullivan, Bluffton University.



Figure 4. Royal National Theater, London. 1967.
photo from Wikipedia.



Figure 5. Boston City Hall. 1963-68.
photo from Geoffrey I. King, University of Texas.

HISTORY | BRUTALISM

Simon Fraser University, just outside Vancouver, is located atop Burnaby Mountain and bears a striking resemblance to Crafton Hills College, both in setting and in architectural expression. The buildings that form the academic quad are raised above the surrounding green, providing sheltered walkways underneath. Circulation and mechanical cores and structural columns anchor the building to the ground, supporting classrooms and offices above. The highly repetitive facades are comprised of concrete fins and small glass windows. Louis Kahn's Salk Institute is another example of an educational and research facility employing untouched concrete and repetition of building units. In this instance, teak is used as an infill panel to contain the glazing units and vary the texture within the plane of the facade.

I. M. Pei, in conjunction with lead designer Araldo Cossura, further refined the use of exposed concrete in their design for the Christian Science Center in Boston, tempering the grand scale of the buildings and plazas with highly detailed, classicizing elements. Concrete joints and human-scale light fixtures acknowledge the importance of creating pedestrian friendly areas immediately adjacent to sheer walls that can exceed 60 feet in height.



Figure 6. Simon Fraser University, British Columbia, 1965.
photo by: R. Mueller.
Figure 7. The Salk Institute, La Jolla, 1959-1966.
photo by: Till S. Hartmann.



Figure 8. The Christian Science Center, Boston, 1968-74.
photo by: Donald Corner and Jenny Young.
Figure 9. The Christian Science Center, Boston, 1968-74.
photo from the Kidder Smith Slide Archives.



HISTORY | CRAFTON HILLS COLLEGE

Crafton Hills College is sited in the foothills of the San Bernardino Mountains and overlooks the Yucaipa Valley, sitting on 523 acres of land donated by Ruben and Lester Finkelstein. It opened in the fall of 1972 with an enrollment of approximately 1000 students. At that time, the campus was comprised of five buildings that housed the library, laboratories, classrooms, student services, and a dining hall, which form the heart of campus today.

By 1980 the campus had grown to include a performing arts center, a gymnasium, and vocational arts buildings, and major additions to the library and laboratory center were completed. From the mid-90s to the present, the campus has added a student services annex, a child development complex, and a new bookstore.

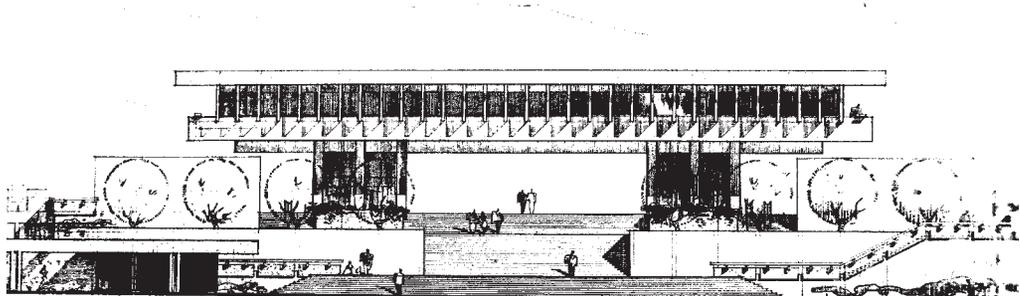
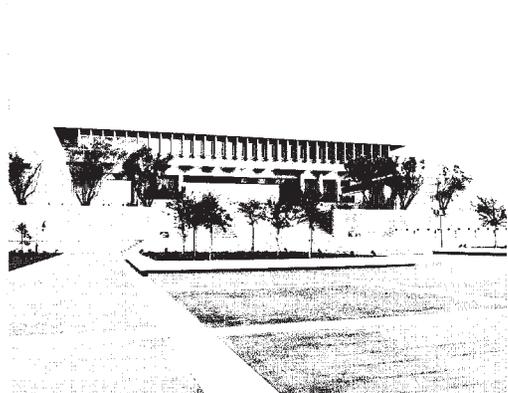
From 1970 to 1978, three firms worked together to design and build the majority of the college's buildings. Williams, Clark, and Williams, Richard L. Poper, and Jerome G. Armstrong formed the Valley College Architects Collaborative, and Stewart Williams was the lead designer. In 1974, they received the first Award of Excellence given by the Inland chapter of the American Institute of Architects.

Brutalist Modernism is the prevalent architectural style of the college, due to Stewart Williams' continued involvement in design on campus for more than ten years. The cantilevered roof forms favored in his early work are translated in these buildings into monumental, floating forms comprised of an entire story. Stair cores and mechanical shafts are clearly expressed through facades, at times forming the structure that supports the building above. Concrete fins are utilized throughout, breaking up what would otherwise be continuous ribbon windows into small window units. The concrete formwork that was used during construction is evident on every facade, namely in the form of tie holes, deep joints, and variegated textures.

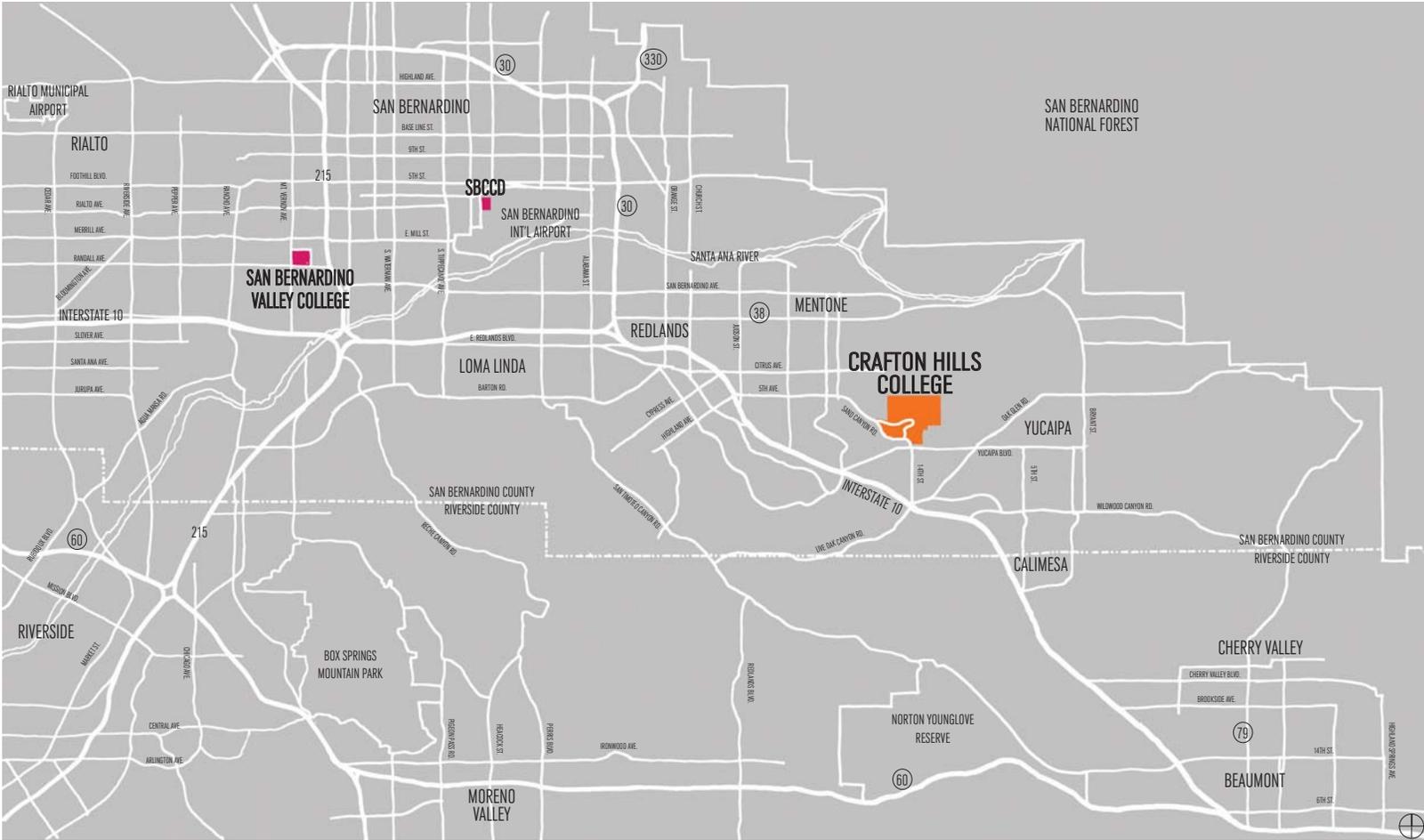


HISTORY

CRAFTON HILLS COLLEGE



VICINITY MAP



LAND USE

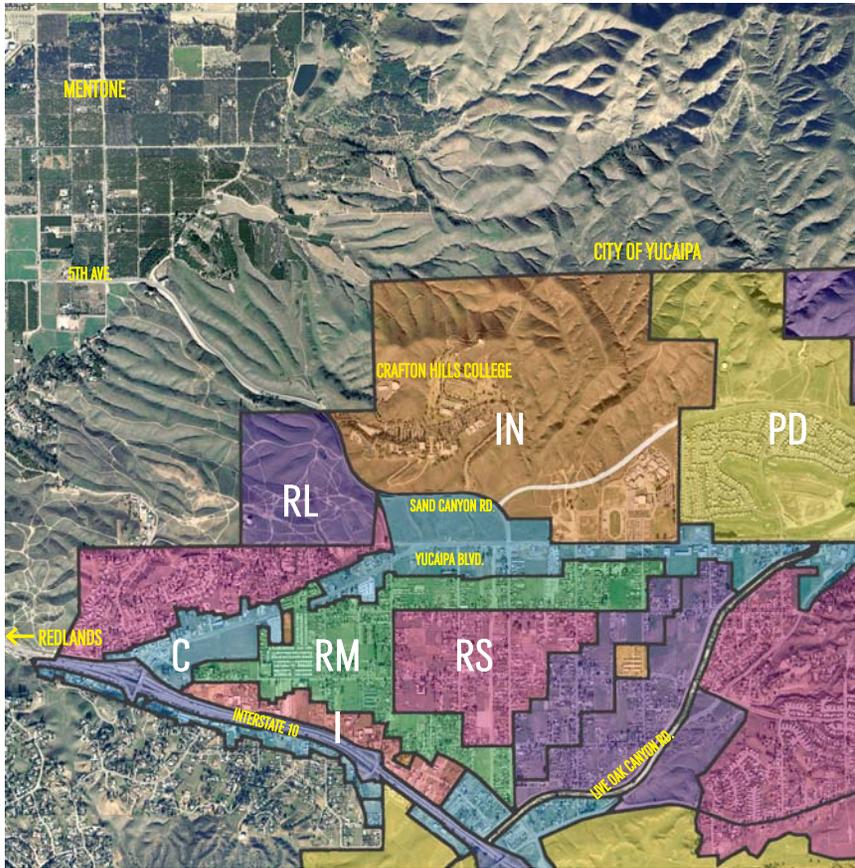


Figure 1. Aerial photograph with land use districts.

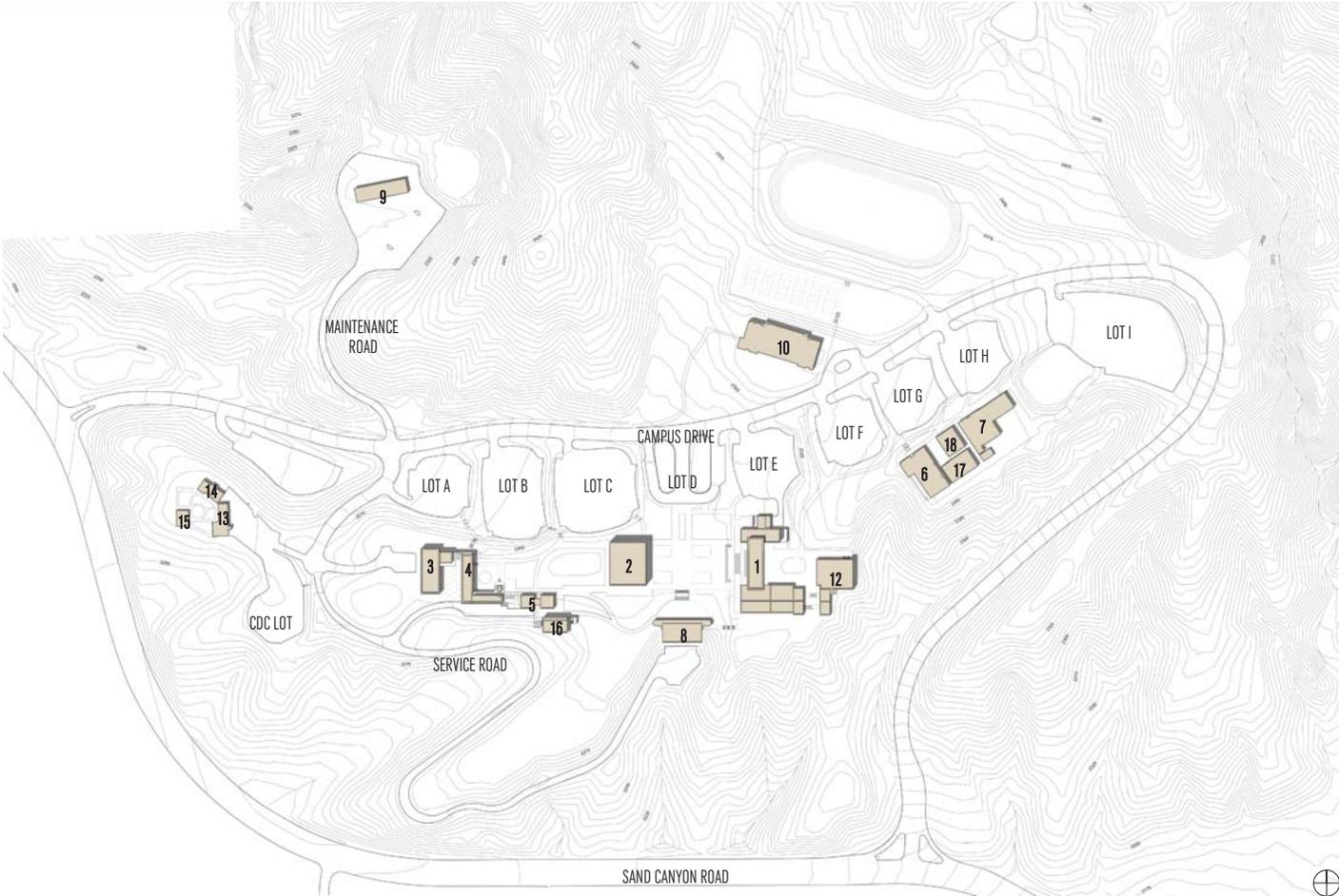
RL - Rural Living	C - Commercial	IN - Institutional
RS - Single Residential	PD - Planned Development	I - Industrial
RM - Multiple Residential		



Figure 2. Crafton Hills College property lines.

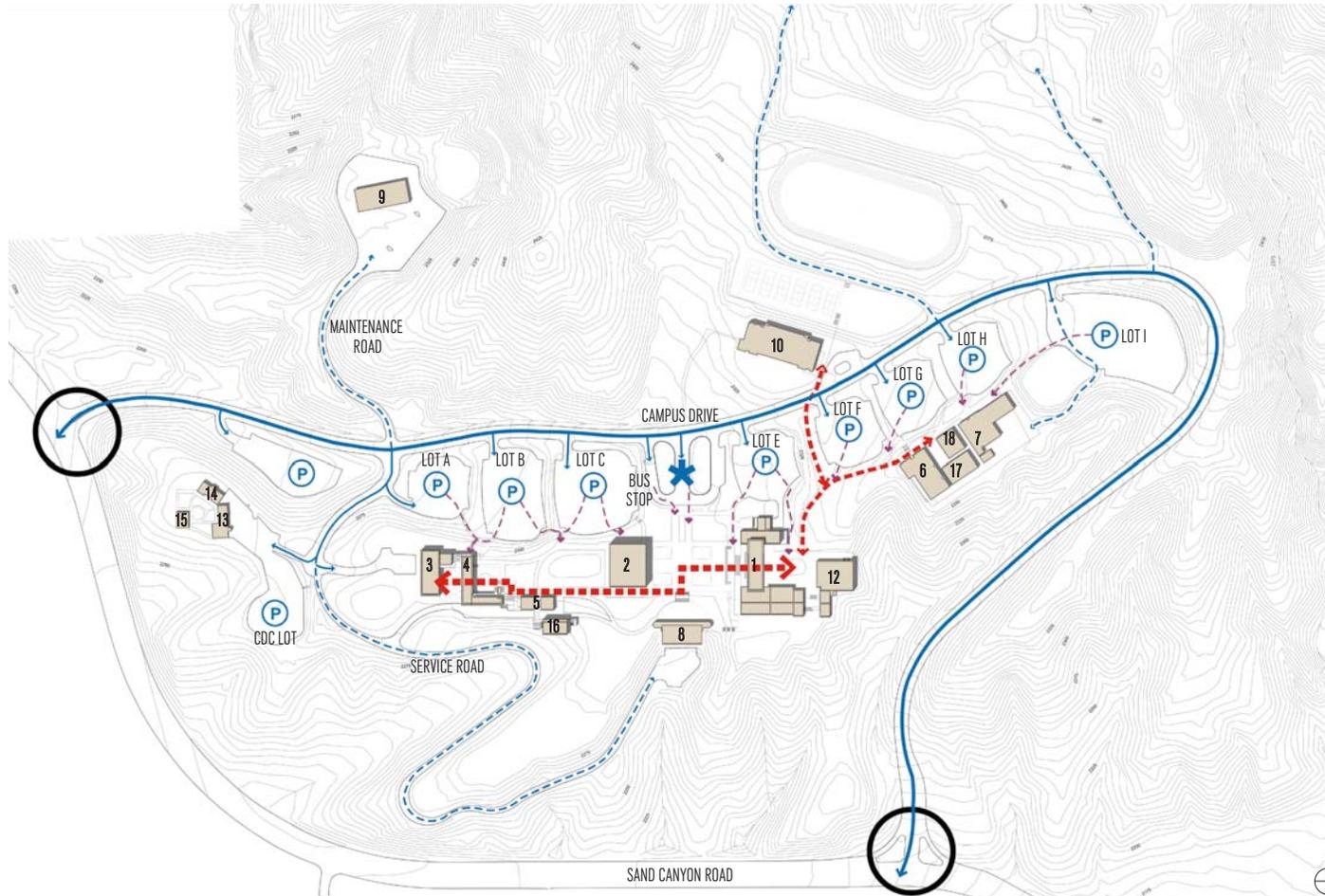


EXISTING CAMPUS PLAN



NO.	BUILDING NAME
1	LABORATORY/ ADMINISTRATION
2	LEARNING RESOURCE CENTER/ LIBRARY
3	COLLEGE CENTER
4	STUDENT SERVICES A
5	CLASSROOM BUILDING
6	OCCUPATIONAL EDUCATION 1
7	OCCUPATIONAL EDUCATION 2
8	PERFORMING ARTS CENTER
9	MAINTENANCE & OPERATIONS
10	GYMNASIUM
11	NOT USED
12	CHEMISTRY/ HEALTH SCIENCES
13	CHILD DEVELOPMENT CENTER 1
14	CHILD DEVELOPMENT CENTER 2
15	CHILD DEVELOPMENT CENTER 3
16	STUDENT SERVICES B
17	BOOKSTORE
18	CLASSROOM AT BOOKSTORE

CIRCULATION



Crafton Hills College has two main entrances to the campus from Sand Canyon Road. Vehicles enter via the southern or western entrances and circulate along Campus Drive to a series of parking lots at the northern side of the main campus. Visitors move from the parking lots through a landscape zone to campus buildings.

Pedestrian circulation occurs along a major spine from College Center, past the Library, to the Chemistry building. A secondary circulation path leads from the Laboratory/Administration quad and branches off towards the athletics complex or towards the Occupational Education buildings and bookstore.

Service access to the Maintenance and Operations building occurs via a narrow road extending north from Campus Drive. There is also a service road around the peninsula to the Performing Arts Center.

LEGEND

- VEHICULAR
- SERVICE VEHICLE
- PEDESTRIAN
- ACCESS FROM PARKING
- CAMPUS ENTRY
- MAIN ARRIVAL POINT

NO.	BUILDING NAME
1	LABORATORY/ADMINISTRATION
2	LEARNING RESOURCE CENTER/ LIBRARY
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4	STUDENT SERVICES A
5	CLASSROOM BUILDING
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CIRCULATION | VEHICULAR



CAMPUS DRIVE LOOKING NORTH & EAST FROM MAIN ARRIVAL POINT



CAMPUS DRIVE LOOKING EAST FROM WEST ENTRY



SOUTH ENTRY AT SAND CANYON ROAD

CIRCULATION | PEDESTRIAN



MAIN PEDESTRIAN SPINE - EAST/WEST



MAIN PEDESTRIAN SPINE - EAST/WEST



EDGE CONDITION AT CHEMISTRY/ HEALTH SCIENCES



SECONDARY SPINE AT OCCUPATIONAL EDUCATION 2

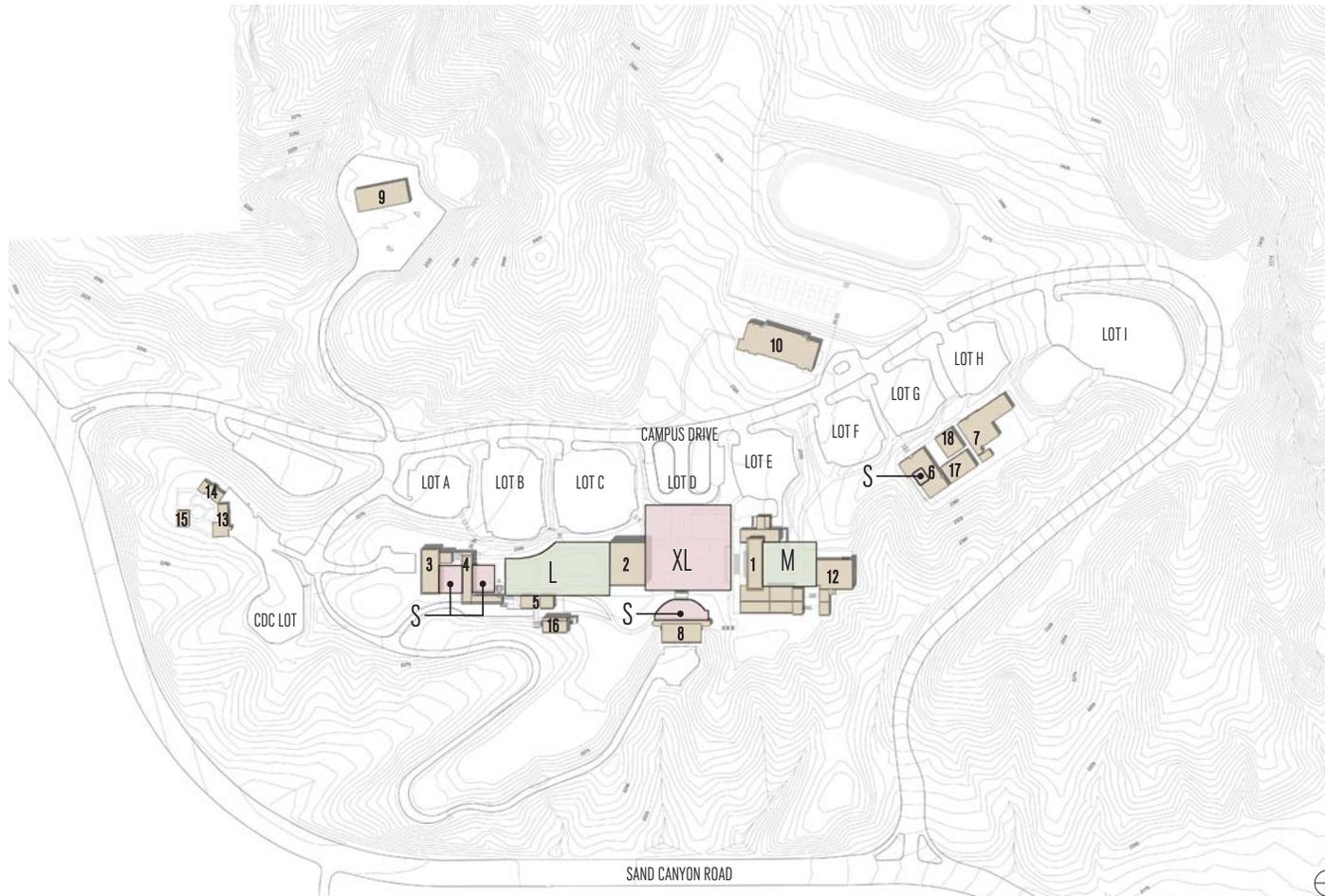


LOWER PATH AT STUDENT SERVICES B



PEDESTRIAN ACCESS FROM LOT A TO STUDENT SERVICES A

EXTERIOR SPACES



The college has a variety of exterior spaces that are defined by adjacent buildings. Their variations in character are due in part to their sizes.

- Small spaces such as the courtyard by College Center act as rooms; they are intimate in scale and their "walls" are created by the surrounding architecture.
- Medium sized spaces contain small seating areas that concentrate occupied space along the edges.
- Large spaces are typified by little occupiable space. Circulation occurs primarily at the edges.
- The Central Quad is an extra large space, given its vast area. Primary circulation occurs in a cruciform pattern, linking the drop off area to the Performing Arts Center and the Library to the Administration building. Secondary circulation occurs around the edges of the space.

LEGEND

- HARDSCAPE
- LANDSCAPE

NO.	BUILDING NAME
1	LABORATORY/ ADMINISTRATION
2	LEARNING RESOURCE CENTER/ LIBRARY
3	COLLEGE CENTER
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5	CLASSROOM BUILDING
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7	OCCUPATIONAL EDUCATION 2
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15	CHILD DEVELOPMENT CENTER 3
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EXTERIOR SPACES



SMALL - COLLEGE CENTER COURT



LARGE - CENTRAL GREEN



MEDIUM - SCIENCES GREEN



EXTRA LARGE - CENTRAL QUAD

BUILDINGS



Some of the buildings on campus can be grouped together due to their proximity, similarities in program, and construction dates. These include:

- Child Development Complex
- Student Services (includes classrooms)
- Mathematics and Sciences (includes the Administration wing)
- Occupational Education and Bookstore (includes classrooms)

The Library, Performing Arts Center, and Gymnasium buildings stand apart from their surroundings, acting as objects among the landscape.

There are five buildings on campus deemed architecturally significant due to their association with the Brutalism movement of the 1960s and 1970s. The distinct character of College Center, Student Services A, Classroom Building, Laboratory/ Administration, and Chemistry/ Health Sciences will be maintained as the campus grows and changes.

LEGEND

- HARDSCAPE
- LANDSCAPE
- SIGNIFICANT BUILDINGS

NO.	BUILDING NAME
1	LABORATORY/ ADMINISTRATION
2	LEARNING RESOURCE CENTER/ LIBRARY
3	COLLEGE CENTER
4	STUDENT SERVICES A
5	CLASSROOM BUILDING
6	OCCUPATIONAL EDUCATION 1
7	OCCUPATIONAL EDUCATION 2
8	PERFORMING ARTS CENTER
9	MAINTENANCE & OPERATIONS
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18	CLASSROOM AT BOOKSTORE

BUILDINGS



COLLEGE CENTER, STUDENT SERVICES A



CLASSROOM BUILDING

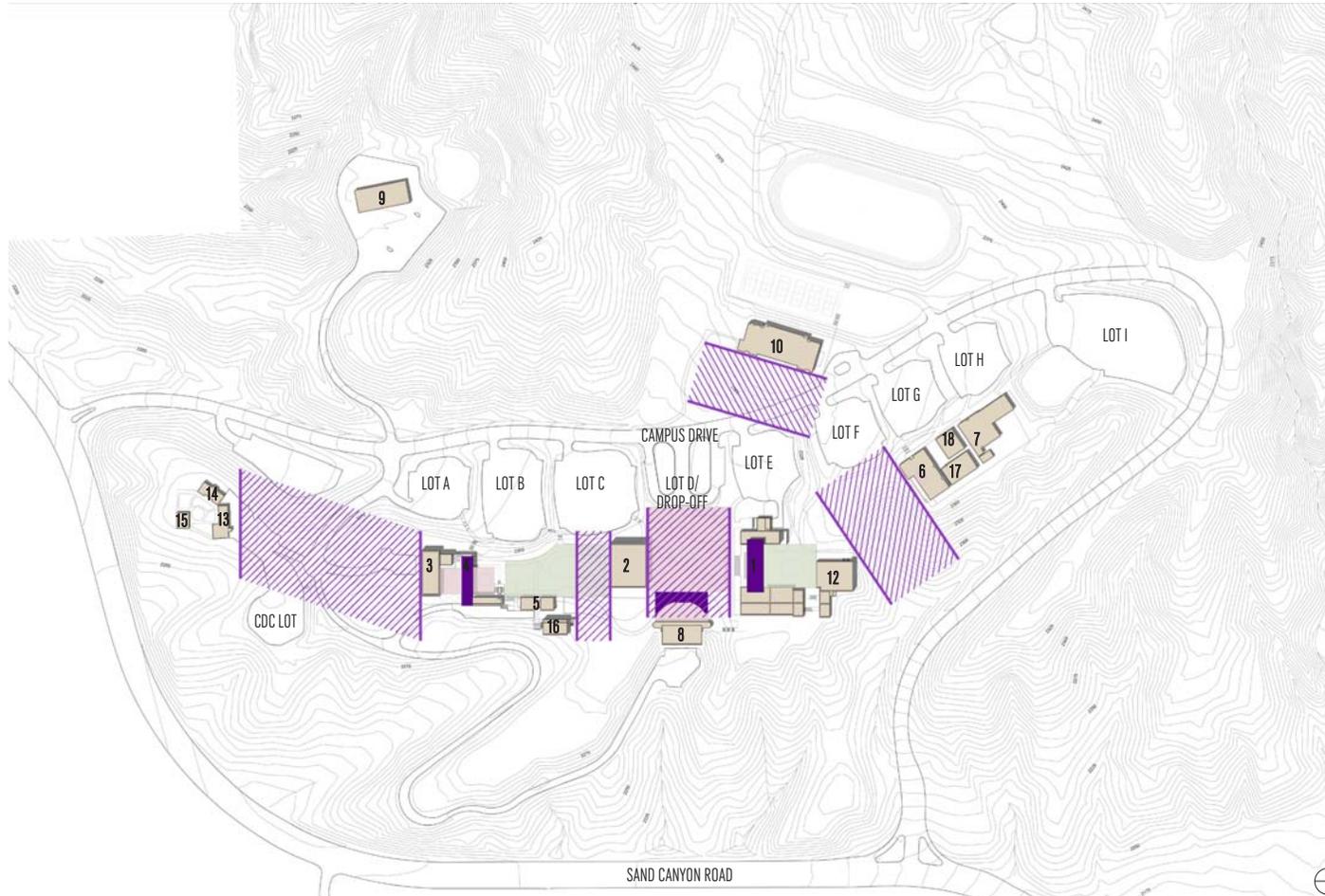


LABORATORY/ADMINISTRATION



LIBRARY

TRANSITIONS



The two bridge structures at Student Services A and Laboratory/ Administration and the monumental stair leading from the Central Quad to the Performing Arts Center function as threshold spaces on the campus. At these junctures, visitors not only pass through one distinct exterior space into another, but they also move between levels. These unique elements act as architectural gateways between spaces of different scales and allow for expansive views of the architecture, the campus landscape, and the city.

On a larger scale, there are areas between buildings or groups of buildings that serve as transition spaces. Visitors move through these transition zones that separate building groups, traversing broad spans of landscape or hardscape.

LEGEND

- THRESHOLDS
- TRANSITIONS

NO.	BUILDING NAME
1	LABORATORY/ ADMINISTRATION
2	LEARNING RESOURCE CENTER/ LIBRARY
3	COLLEGE CENTER
4	STUDENT SERVICES A
5	CLASSROOM BUILDING
6	OCCUPATIONAL EDUCATION 1
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TRANSITIONS



TRANSITION - VIEW OF STUDENT SERVICES B & LIBRARY



THRESHOLD - STAIR FROM PERFORMING ARTS CENTER

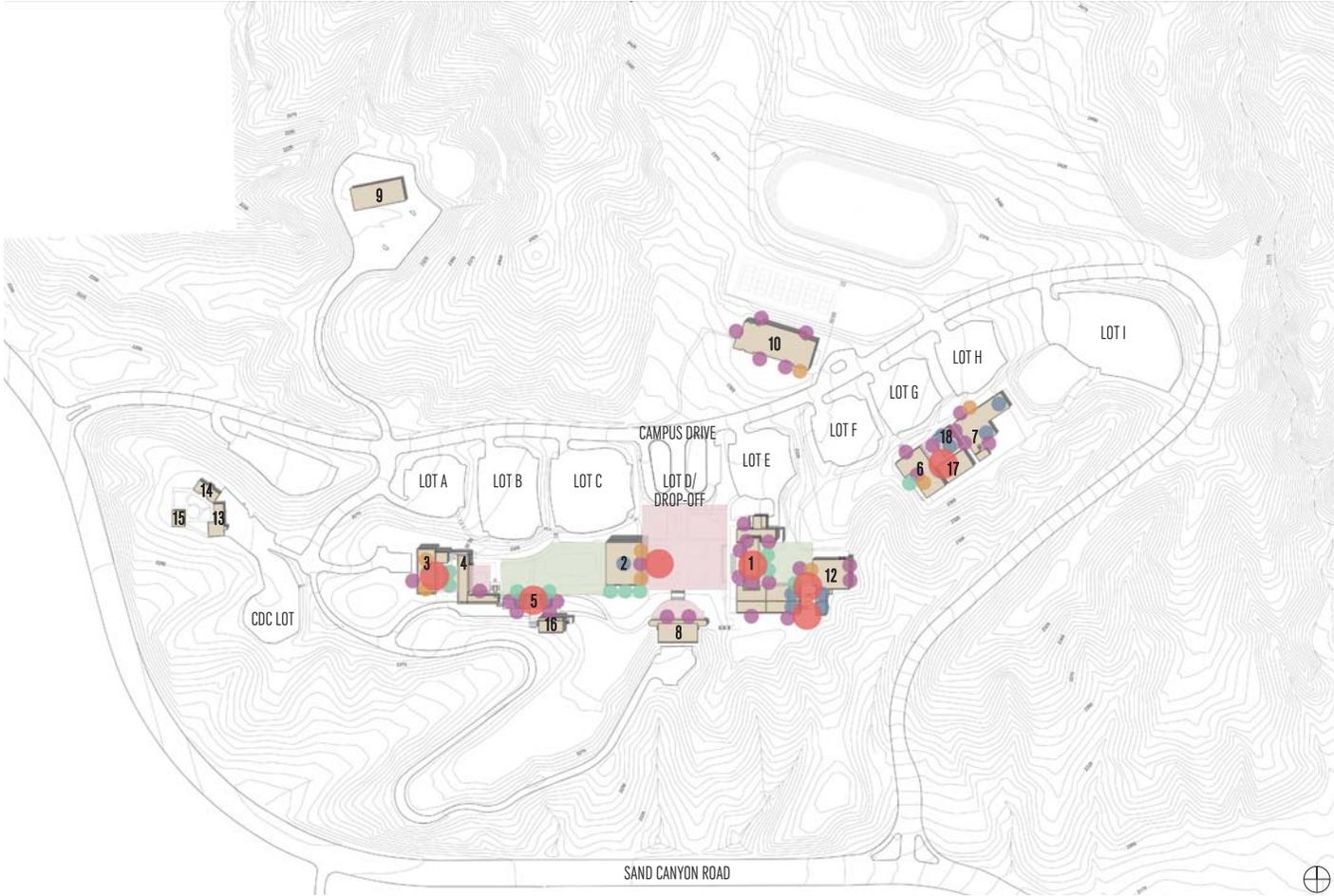


TRANSITION - VIEW OF LABORATORY/ ADMINISTRATION BUILDING



THRESHOLD - STUDENT SERVICES A BRIDGE

HOT SPOTS



Hot spots are areas on campus that act as gathering spaces; they are centers of concentrated activity and energy. There are four elements illustrated that serve as "attractors," bringing people to a given space:

- Large classrooms or lecture halls
- Building entries
- Food service or vending machines
- Trees and seating

Hot spots on campus possess a combination of all of these elements.

LEGEND

- MAJOR CLASSROOMS
- BUILDING ENTRIES
- FOOD SERVICE/ VENDING
- TREES & SEATING
- HOT SPOTS

NO.	BUILDING NAME
1	LABORATORY / ADMINISTRATION
2	LEARNING RESOURCE CENTER/ LIBRARY
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HOT SPOTS



DINING HALL AT COLLEGE CENTER



STEPS AT CHEMISTRY/HEALTH SCIENCES & LABORATORY/ADMINISTRATION



LABORATORY/ADMINISTRATION BRIDGE



CLASSROOM BUILDING

3 | MASTER PLAN

CONCEPT

The Crafton Hills College master plan concept is derived from the goals and vision of the College, the architectural character of the campus, and a thorough analysis of the site and landscape context.

The collective goals provide an overall direction for the master plan; however, specific elements became key drivers for the plan. First was developing a plan that would enhance the overall student experience, facilitate the development of student life, and be responsive to students' busy lifestyles. In order to achieve these student oriented goals, it was found to be equally important that the plan provide an atmosphere that fosters faculty, staff, and student interaction.

The cluster concept as a campus organizing principal, upon which the original campus plan was based, was developed as a way to bring students, faculty, and staff together for a common purpose while addressing their individual needs. The cluster concept creates distinct, clearly defined areas of interconnected buildings and exterior spaces occupied by related college departments to provide a concentration of physical and intellectual resources. Each cluster will have its own identity that is reflective of the unique culture of different disciplines, programs, and departments.

A second key goal was to enhance the presence of Crafton Hills College in the greater community, while creating state-of-the-art facilities for learning that are respectful of the existing architecture.

Crafton Hills College has lain hidden in the hills and shrouded by the landscape for many years. One of the major goals of the master plan is to enhance the identity of the college in the community. New buildings, arranged along the southern edge of the campus and extending out onto the southernmost peninsula, greatly increase the visibility of the campus to the community. A complimentary architectural approach has been developed that is inspired by the existing architecture, but it is driven by the objective of the college for facilities that are more adaptable, flexible, and cost effective.

A third key goal was to provide access to information, resources, and services with a campus that was welcoming, accessible, and easy to navigate. In response, the overall planning framework defines major campus zones, distinct clusters, transition spaces between clusters, vehicular and service access, major and minor pedestrian paths, and a variety of exterior spaces in both scale and character.





CLUSTERS

Each cluster consists of interconnected buildings and exterior spaces occupied by related college departments to provide a concentration of physical and intellectual resources. The clusters create focal points throughout the campus, which build upon the existing 'hot spots' on campus, bringing together academic functions, faculty resources, and student amenities. Clusters will be developed to include a range of the following: classrooms, teaching labs, open labs, meeting rooms, group study rooms, informal study areas (indoor/outdoor), food, access to technology, technology support, faculty/staff offices, and faculty/staff resources.

Although a consistent architectural style is woven throughout the campus, each cluster will have its own identity that is reflective of the unique culture of different disciplines, programs, and departments. The Emergency Services cluster (upper left) sits northeast of the central campus and takes advantage of canyon-like views to the south and affords a view back to the central campus some fifty feet below to the southwest. The Humanities cluster (lower left) extends out onto the southern-most peninsula of the campus, allowing for panoramic views of the San Bernardino Mountains to the north and the Yucaipa Valley to the south.



TRANSITIONS

Whereas the cluster concept will work to create focused areas on the campus, the transition spaces between the clusters are equally important for they create the buffer and separation between clusters. However these are not leftover spaces; rather they form essential links between clusters and provide spaces for relaxation, recreation, and special events. Some of the spaces are ceremonial and open like the Central Quad (top left) that provides a visual front door for the campus and will be used for graduations. Other spaces are informal and active like the “Living Wall” (lower left) that provides connections between four clusters and key vertical transitions while creating places for people to gather.



IDENTITY

Crafton Hills College has lain hidden in the hills and shrouded by the landscape for many years. One of the major goals of the master plan is to enhance the identity of the college to the community, and new buildings are arranged along the southern edge of the campus, extending out onto the southernmost peninsula of the campus and greatly increasing the visibility of the campus to the community.

Rather than replicate the brutalist structures designed by Stewart Williams, a complimentary architectural approach has been developed that is inspired by the existing architecture but is driven by the objective of the college for facilities that are more adaptable, flexible, and cost effective. In addition, it is recommended that new structures be constructed of steel rather than concrete due to the site-specific seismic conditions. In keeping with the modern architectural vocabulary, the new identity is defined by five key elements:

1. **Floating:** with roof overhangs and recessed horizontal glazing, the new architecture will create a floating quality that responds to the cantilevered and bridge-like characteristics of the existing structures.
2. **Transparency:** the new architecture will be more open and revealing of the internal programmatic functions and will take advantage of the views more than the existing structures.
3. **Entry:** entries will be clearly defined, welcoming, and oriented to open out into new and renovated plazas and courtyards.
4. **Base:** the concrete mass utilized in the architectural vocabulary of the existing structures will be used to create the base of the new architecture - forming retaining and foundation walls and providing a visual connection to the existing structures.
5. **Threshold:** just as the existing structures create gateways between spaces of different scales, the new architecture creates thresholds and expansive views through the integration of building placement, site elements, and landscape.



ACCESS

Crafton Hills College will continue to have two main entrances to the campus from Sand Canyon Road that enter onto Campus Drive with a series of surface parking lots extending from the eastern to the western edge of campus. The master plan reconfigures the main drop-off and Central Quad that interrupts the ribbon of parking to create a clear visual center for the campus which will help orient first time visitors. The master plan adds two parking structures, one at either end of the campus. The structures are located at the extent of campus for ease of vehicular entry and exit, as well as to anchor the two major pedestrian spines developed for the campus. The new east-west pedestrian spine (at left), which includes an upper and lower pathway, will extend from Parking Structure 1 to the “Living Wall” and through to the new Science Building. The new drop off, parking structures, and pedestrian spines will improve accessibility, navigation, and orientation for students, faculty, staff, and visitors.



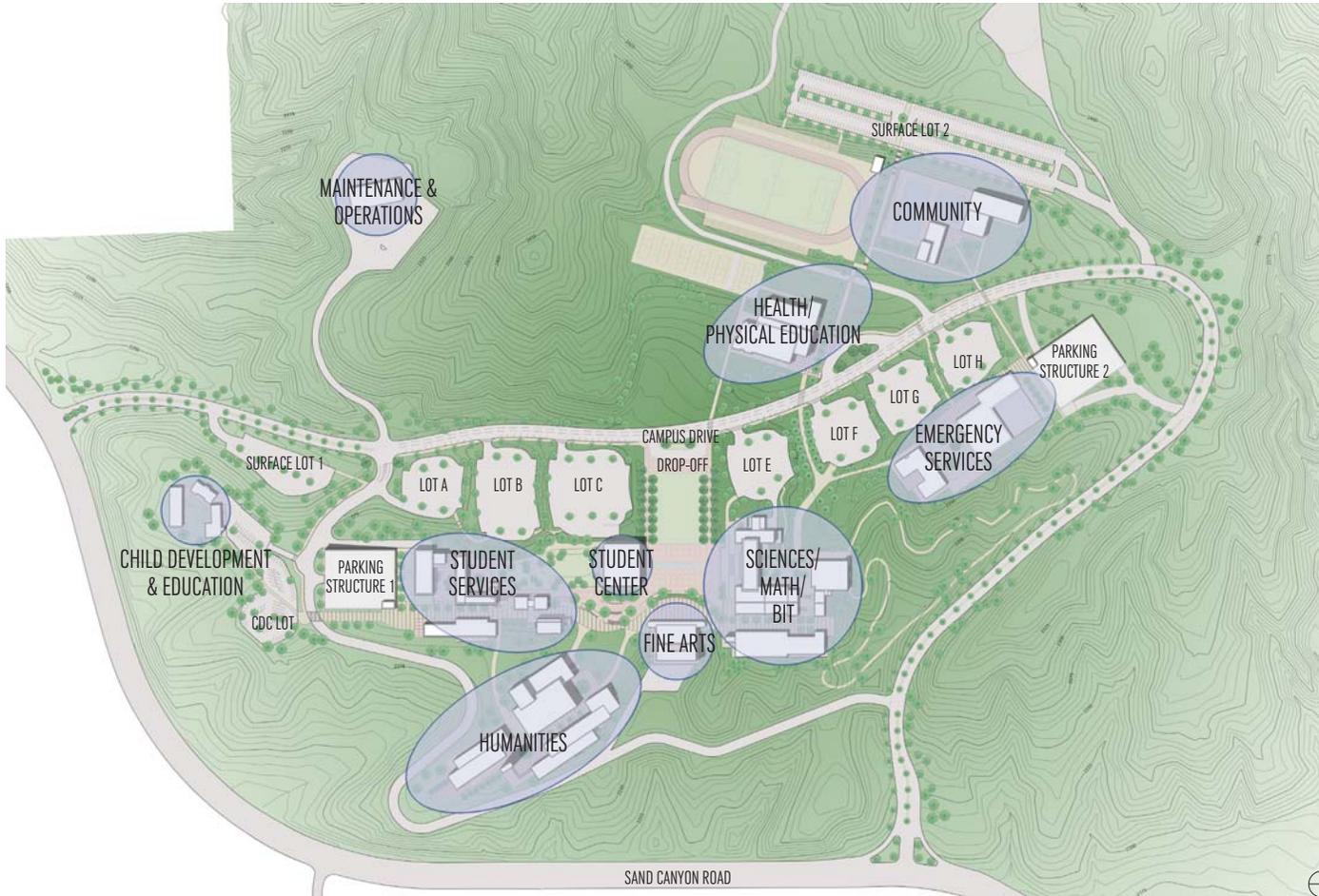
MASTER PLAN



NO.	BUILDING NAME
1	LABORATORY CENTER (former Laboratory/Administration Building)
2	STUDENT CENTER
3	COLLEGE CENTER
4	STUDENT SERVICES A
5	STUDENT SERVICES C (former Classroom Building)
6	OCCUPATIONAL EDUCATION 1
7	EMERGENCY SERVICES (DE2 replacement building)
8	PERFORMING ARTS CENTER
9	MAINTENANCE & OPERATIONS
10	GYMNASIUM
11	WELLNESS CENTER
12	CHEMISTRY
13	CHILD DEVELOPMENT CENTER 1
14	CHILD DEVELOPMENT CENTER 2
15	CHILD DEVELOPMENT CENTER EXPANSION
16	STUDENT SERVICES B
17	DEMOLISHED - BOOKSTORE
18	DEMOLISHED - CLASSROOMS
19	ADMINISTRATION/ STUDENT SERVICES
20	LEARNING RESOURCE CENTER
21	HUMANITIES 1
22	HUMANITIES 2
23	PERFORMING ARTS CENTER EXPANSION
24	SCIENCES
25	COMMUNITY RECREATIONAL FACILITY
26	COMMUNITY CENTER

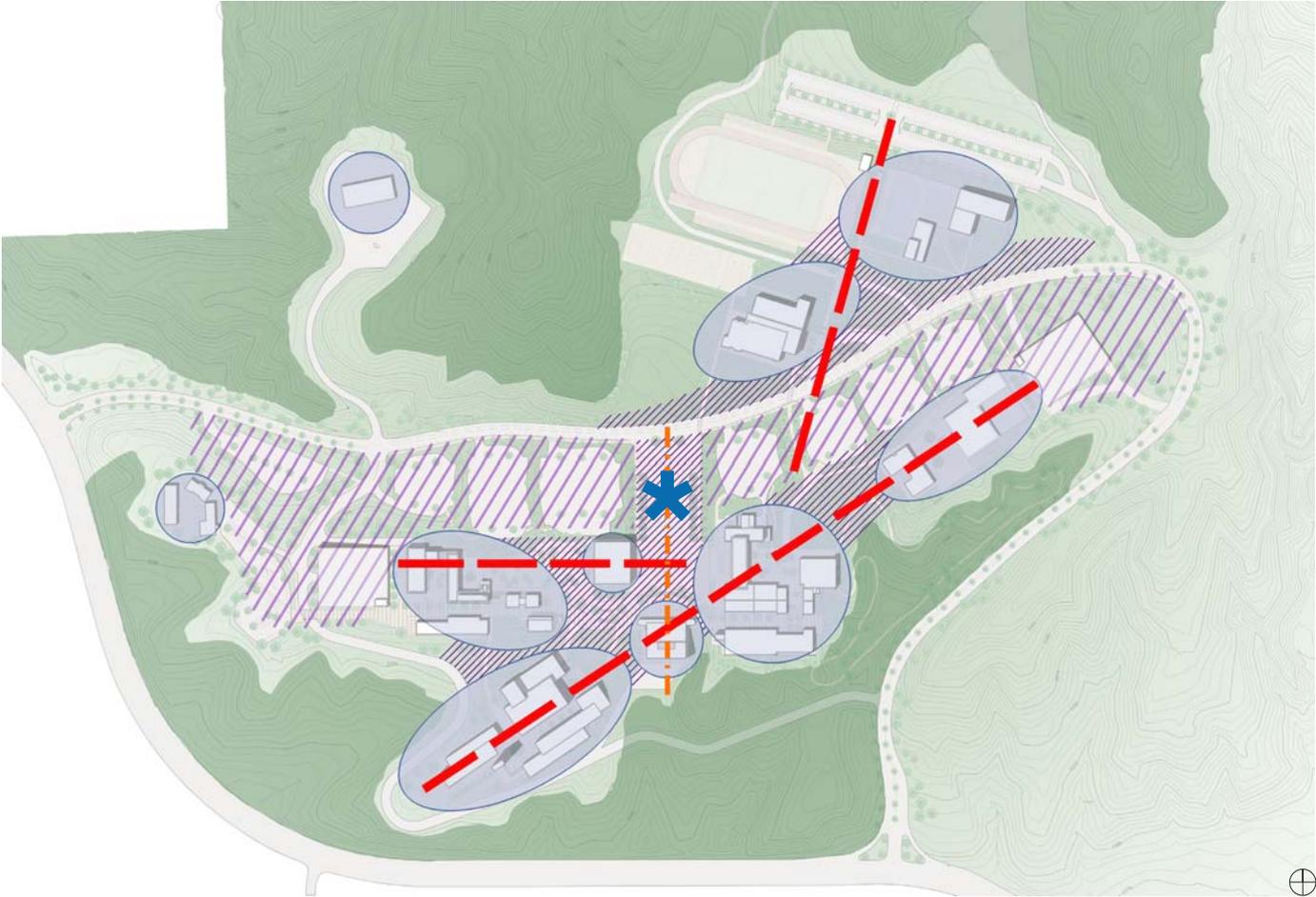
* New Buildings are indicated by bold font.

CLUSTER PLAN



PROGRAMS:	SPACE TYPES:
CHILD DEVELOPMENT & EDUCATION	
Child Care	Classrooms
Developmental & Educational Programs	Offices
STUDENT SERVICES	
Admissions & Records	Conference Rooms
CHC Administration	Offices
Counseling & Testing	Testing Spaces
Financial Aid	
Registration	
HUMANITIES	
General Assignment	Classrooms
Language Arts	Labs
Social Science	
FINE ARTS	
Music	Arts Studios
Performing Arts	Auditorium/ Theater
Visual & Applies Arts	Black Box Theater
	Labs
	Offices
SCIENCES/MATH/BUSINESS & INFORMATION TECHNOLOGY	
Biological & Chemical Sciences	Classrooms
Business & Information Tech.	Computer Labs
Mathematics	Lecture Halls
Physical Sciences	Offices
Police	Wet Labs
EMERGENCY SERVICES	
Allied Health	Classrooms
EMS	Labs
Fire Academy	Offices
HEALTH/PHYSICAL EDUCATION	
Athletics	Gymnasium
Health Education	Locker Rooms
Physical Education	Multi-purpose Rooms
	Weight Rooms
COMMUNITY	
Aquatic Center	50M Pool
Community Recreational Facility	Locker Rooms
Community Center	
STUDENT CENTER	
Associated Student Body	Bookstore
Bookstore	Classrooms/ Labs
Cafeteria	Dining Facilities
	Meeting Rooms
MAINTENANCE & OPERATIONS	

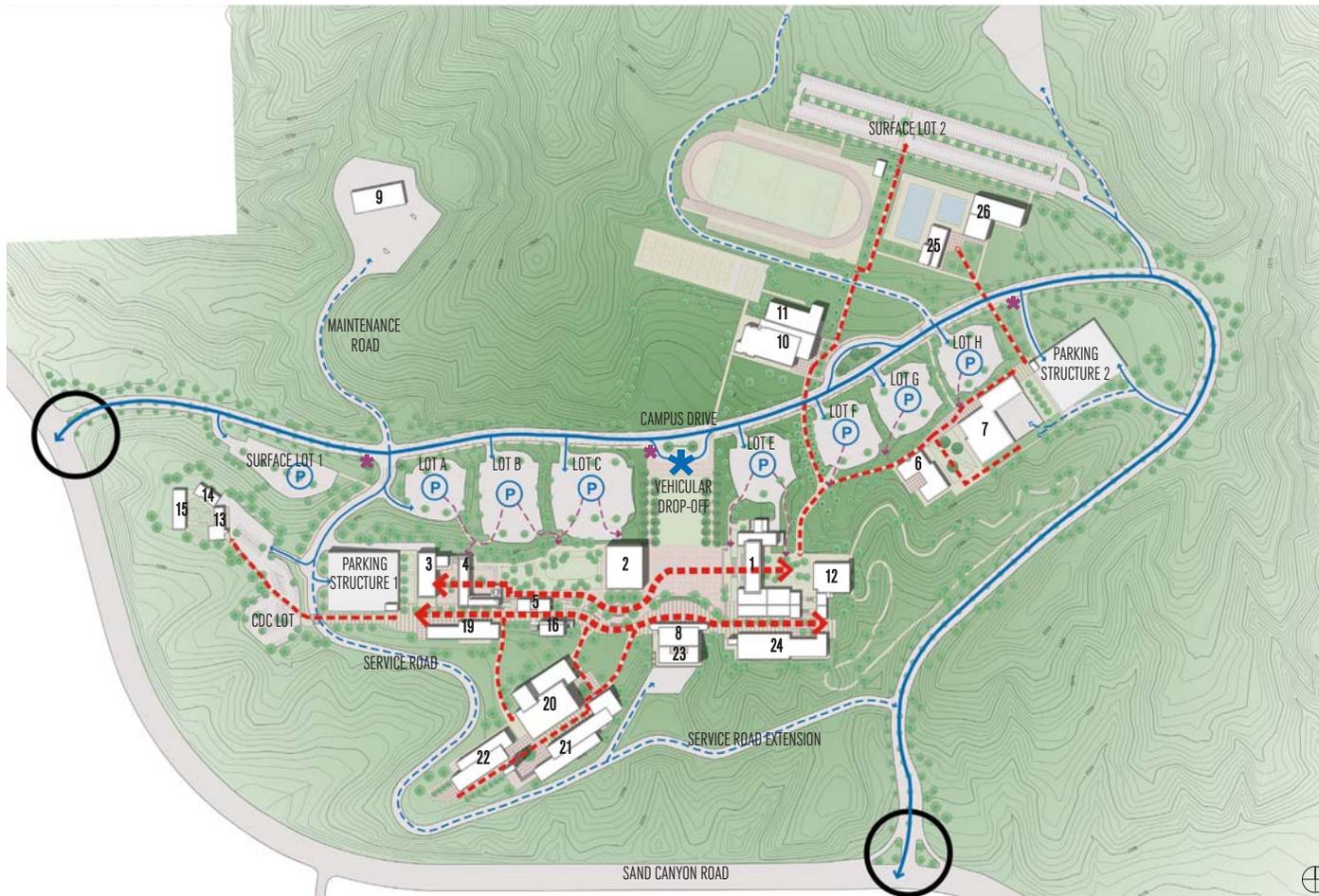
FRAMEWORK



The cluster concept is a portion of a larger planning framework that defines zones for vehicular circulation with a clear drop off area, a parking zone, an academic/student core, and an athletics and community area. Within this framework, there is also the development of green spaces at the transition zones and the preservation of the hillside landscape.

-  VEHICULAR
-  PEDESTRIAN
-  CAMPUS CORE
-  TRANSITIONS
-  HILLSIDES AND CANYONS
-  MAIN ARRIVAL POINT

CIRCULATION



The main vehicular route on Campus will be enhanced with landscape medians and turning lanes for improved traffic flow, and the entrances to all surface parking lots will be widened for ease of access.

The pedestrian spine running through the center of the original campus will be augmented by a second major pathway running through the newer, lower portion of campus from Parking Structure 1 to the new Sciences building. The heart of campus will now be occupied by a major circulation element that includes stair, ramp, seating, water, and landscape components. This "living wall" will tie together the upper and lower campuses, bridging the gap between the new Student Center and the Humanities cluster at the Peninsula.

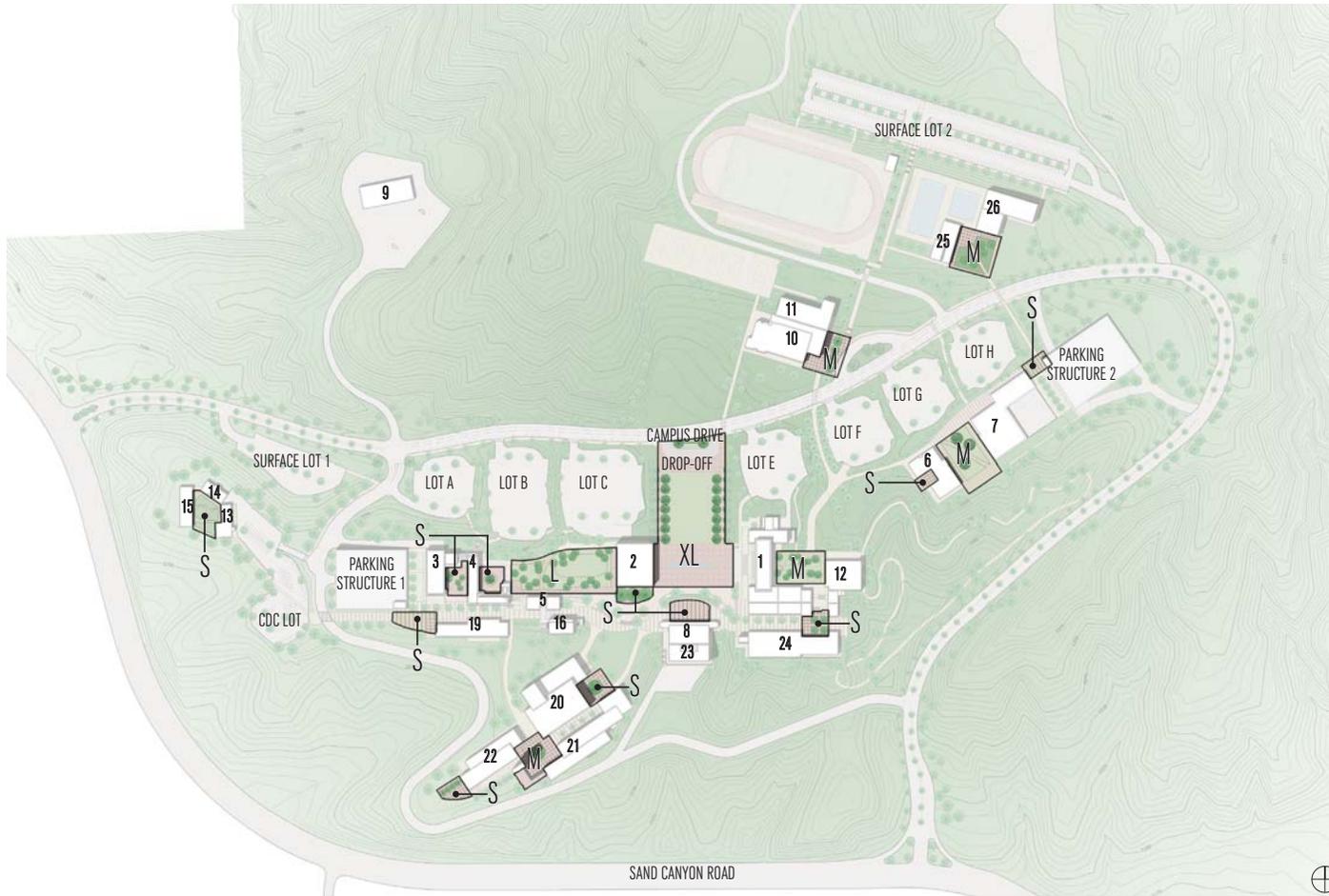
Service routes will be improved as well. The road to the Maintenance and Operations building will be widened to accommodate the projected increase in both maintenance vehicle and large delivery truck traffic. The service road to the peninsula will be widened for fire access and extended to meet the southern end of Campus Drive. In addition to improving service and fire access to the Humanities cluster and the Performing Arts Center, this service road extension will provide an alternate means of egress during emergencies.

LEGEND

- VEHICULAR
- SERVICE VEHICLE
- PEDESTRIAN
- ACCESS FROM PARKING
- CAMPUS ENTRY
- MAIN ARRIVAL POINT
- BUS STOP

NO.	BUILDING NAME
1	LABORATORY CENTER
2	STUDENT CENTER
3	COLLEGE CENTER
4	STUDENT SERVICES A
5	STUDENT SERVICES C
6	OCCUPATIONAL EDUCATION 1
7	EMERGENCY SERVICES
8	PERFORMING ARTS CENTER
9	MAINTENANCE & OPERATIONS
10	GYMNASIUM
11	WELLNESS CENTER
12	CHEMISTRY
13	CHILD DEVELOPMENT CENTER 1
14	CHILD DEVELOPMENT CENTER 2
15	CHILD DEVELOPMENT CENTER EXPANSION
16	STUDENT SERVICES B
17	DEMOLISHED - CLASSROOMS (former bookstore)
18	DEMOLISHED - CLASSROOMS
19	ADMINISTRATION/STUDENT SERVICES
20	LEARNING RESOURCE CENTER
21	HUMANITIES 1
22	HUMANITIES 2
23	PERFORMING ARTS CENTER EXPANSION
24	SCIENCES
25	COMMUNITY RECREATIONAL FACILITY
26	COMMUNITY CENTER

EXTERIOR SPACES



The seven existing outdoor spaces at the college will be enhanced by new landscape themes and reprogrammed to complement the clusters in which they are located. The new buildings and clusters will also contain eleven small and medium sized spaces that support adjacent programs and encourage interaction. These new and renovated spaces will be distributed throughout the campus, adding variety and enriching the outdoor environment.

The extra large space of the Entry Quad will be reconfigured to improve the entry promenade onto campus. The drop-off area will be more clearly defined, and the tree-lined walkways will lead the visitor to the center of campus. Not only will this sequence lead visitors past two of the college's signature buildings, but it will also link up to the main pedestrian spines. Large-scale campus activities such as graduation will better be accommodated in this new space as well.

NO.	BUILDING NAME
1	LABORATORY CENTER
2	STUDENT CENTER
3	COLLEGE CENTER
4	STUDENT SERVICES A
5	STUDENT SERVICES C
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7	EMERGENCY SERVICES
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4 | LANDSCAPE PLAN

EXISTING LANDSCAPE CHARACTER



PHYSICAL AND VISUAL CONNECTION TO SURROUNDING HILLSIDE



LARGE FORMAL PLAZA DEFINES CAMPUS CENTER AND ACCOMMODATES LARGE FUNCTIONS



PARK SETTING WITHIN CAMPUS CORE



COURTYARDS AS MEETING PLACES



CAMPUS DRIVE PROVIDES A GREEN BUFFER BUT NO DIRECTIONAL CLARITY



ENTRY GATEWAYS LACK PROMINENCE

LANDSCAPE VISION, GOALS, & STRATEGIES

VISION

As Crafton Hills College expands, its campus will reinforce the overall quality of the existing landscape. The College will retain its evergreen, park-like setting and provide a beautiful hilltop place for the academic community and nearby residents to enjoy. The landscape will connect the campus to the community and the surrounding natural system.

GOALS

Create a campus landscape that reinforces the hillside experience, i.e., views, vegetation, wildlife.
 Create outdoor spaces that accommodate a diversity of academic, social and community uses

Enhance driveways, campus entries and pedestrian paths for visual impact and directional clarity
 Create a sustainable campus landscape

STRATEGIES

Restore the adjacent hills to a coastal sage scrub habitat
 Enhance major outdoor spaces by providing regularly scheduled events combined with increased seating, shade, food amenities
 Use plant material, hardscape and site furnishing to create outdoor spaces with distinct landscape identities and a "sense of place"
 Redesign the Central Quad visually and physically so that it has presence as the "heart of the campus" and better functions as a graduation and gathering space

Integrate educational components into the landscape that address the natural history and ecology of the surrounding region
 Introduce special features (e.g., art, water) into outdoor spaces
 Revise the landscape and replace the signs at the Sand Canyon Road gateways using drought-tolerant plant palette
 Develop a street tree program that enhances the entry drive streetscape

Integrate the Central Quad with the vehicular arrival area
 Incorporate sustainable design approaches into the design and maintenance of the campus landscape:

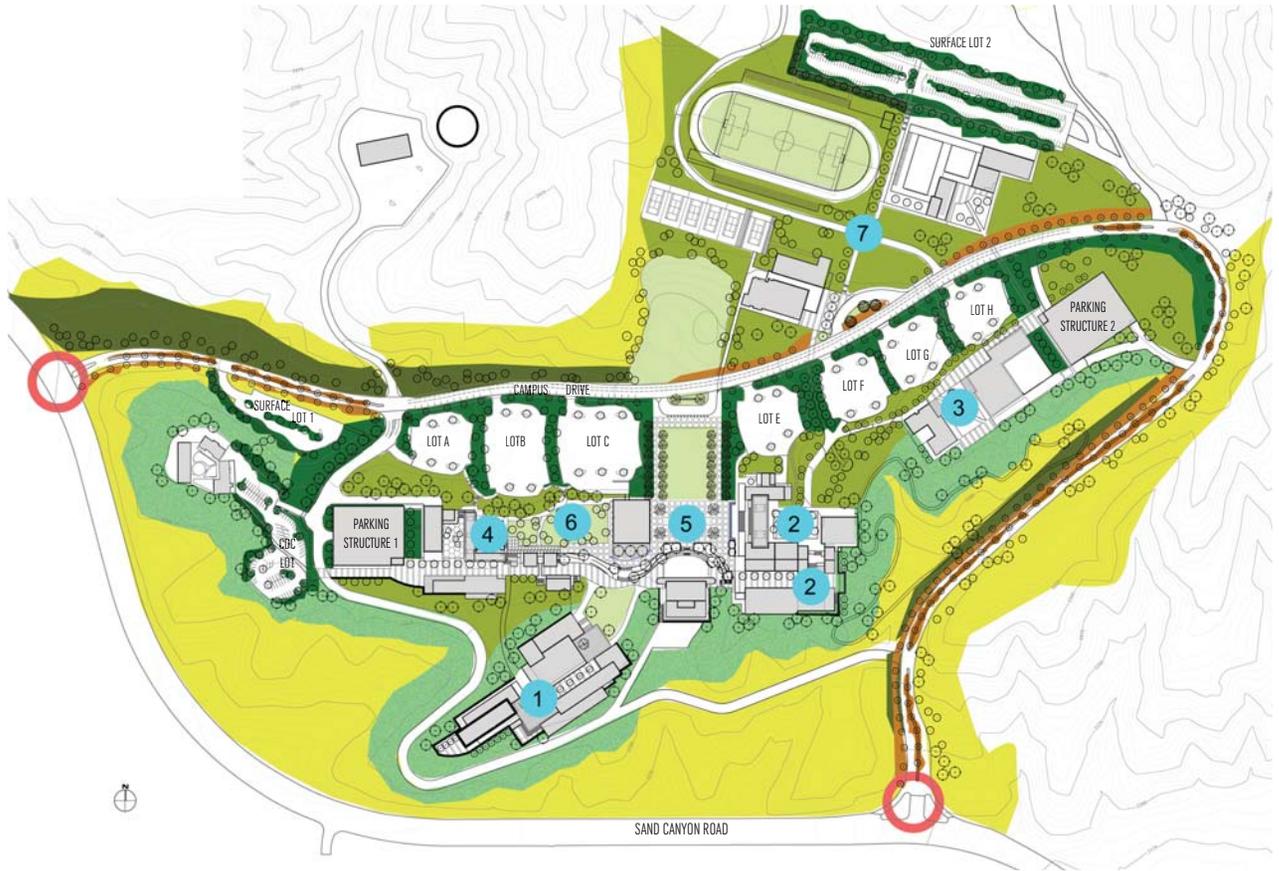
- Establish a new drought-tolerant/native campus plant palette
- Increase the biodiversity of campus tree species
- Incorporate mulching, pruning and soil management into maintenance practices
- Increase use of permeable pavement
- Utilize stormwater runoff as a design element
- If possible, connect to reclaimed water system for irrigation

LANDSCAPE PLAN



NO.	BUILDING NAME
1	LABORATORY CENTER
2	STUDENT CENTER
3	COLLEGE CENTER
4	STUDENT SERVICES A
5	STUDENT SERVICES C
6	OCCUPATIONAL EDUCATION 1
7	EMERGENCY SERVICES
8	PERFORMING ARTS CENTER
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12	CHEMISTRY
13	CHILD DEVELOPMENT CENTER 1
14	CHILD DEVELOPMENT CENTER 2
15	CHILD DEVELOPMENT CENTER EXPANSION
16	STUDENT SERVICES B
17	NOT USED
18	NOT USED
19	ADMINISTRATION/STUDENT SERVICES
20	LEARNING RESOURCE CENTER
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PLANTING ZONES

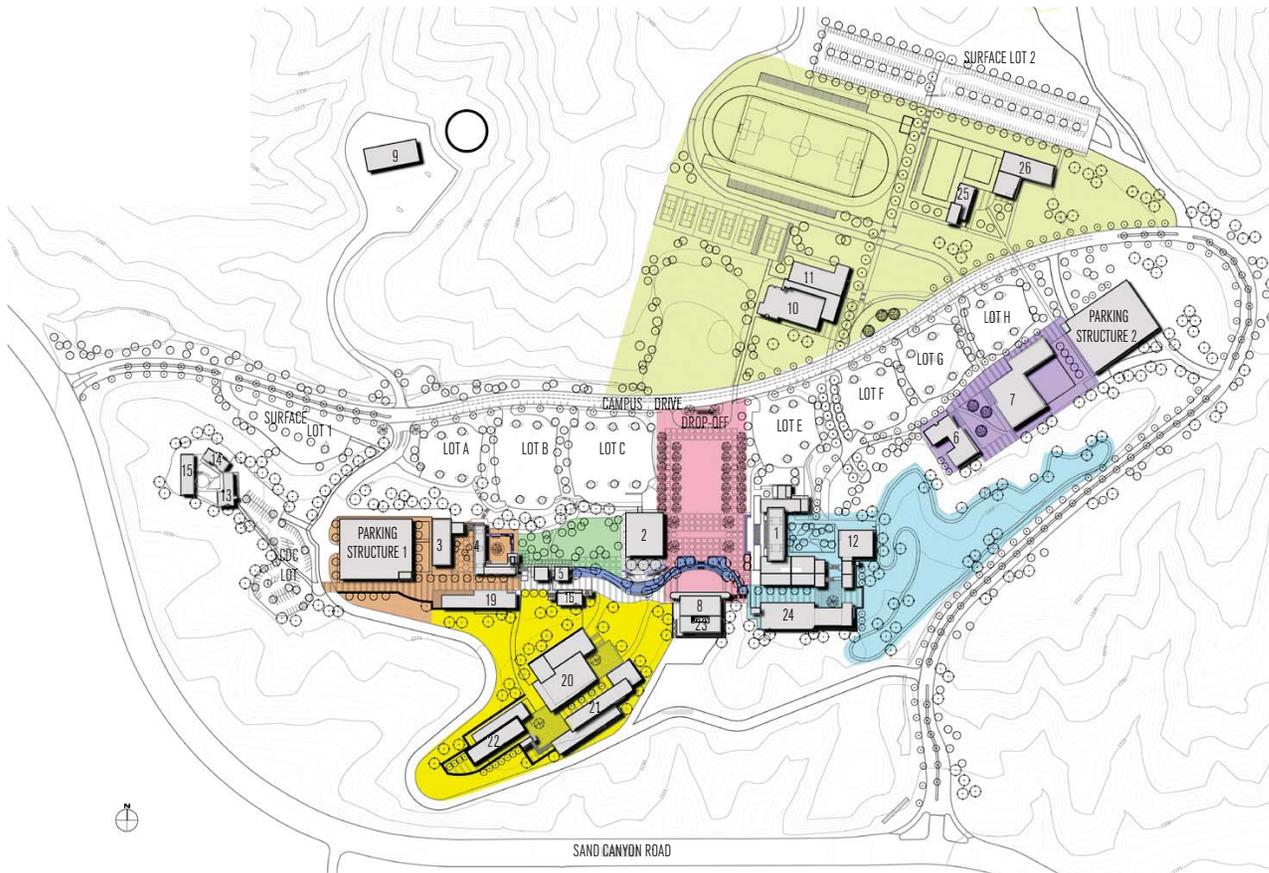


The diagram on this page shows the campus planting zones. As the zone locations move from the campus core to the natural hillsides, the design intent is to increase the use of drought tolerant plant material where possible. Over the long-term, the College can reduce its level of irrigation water needs from current campus-wide levels. Within the "fuel modification zones," the plant palette will meet the fire department's requirements for such areas.

LEGEND

- CAMPUS DRIVE
- COASTAL SAGE COMMUNITY
- FUEL MODIFICATION ZONE
- RIPARIAN CORRIDOR
- TRANSITION AREA
- PARKING LOT
- LAWN AREA
- ENTRY GATEWAY
- # CLUSTER AREA: # AS BELOW
 - 1 HUMANITIES
 - 2 SCIENCES/MATH/BIT
 - 3 EMERGENCY SERVICES
 - 4 STUDENT SERVICES
 - 5 CENTRAL QUAD
 - 6 CENTRAL LAWN
 - 7 COMMUNITY RECREATIONAL

MAJOR OUTDOOR SPACES



The diagram on this page identifies the major outdoor spaces in the 2025 Landscape Plan. The following outdoor spaces are described within this section:

- The Living Wall
- Central Quad
- Student Services Cluster
- Humanities Cluster
- Sciences/Math/BIT Cluster
- Emergency Services Cluster
- Community Recreational Cluster
- Central Lawn

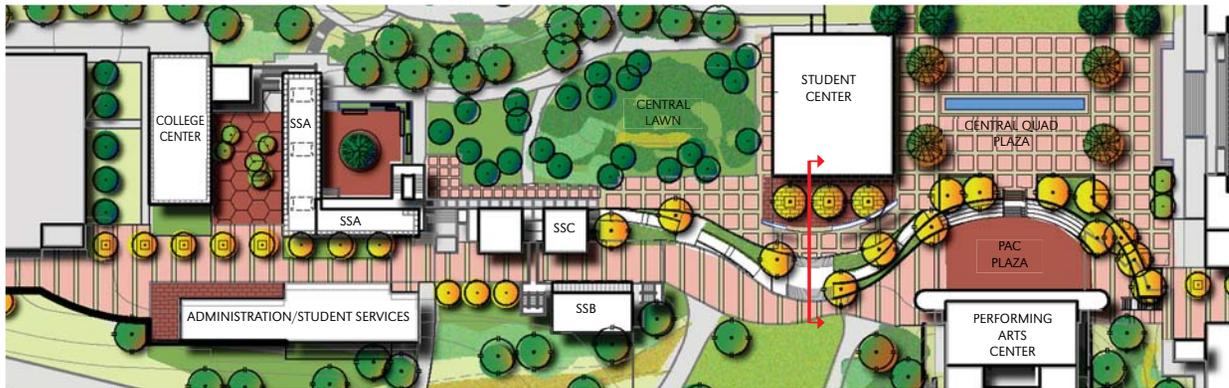
LEGEND

- THE LIVING WALL
- CENTRAL QUAD
- STUDENT SERVICES CLUSTER
- HUMANITIES CLUSTER
- SCIENCES/MATH/BIT CLUSTER
- EMERGENCY SERVICES CLUSTER
- CENTRAL LAWN
- COMMUNITY RECREATIONAL CLUSTER

NO. BUILDING NAME

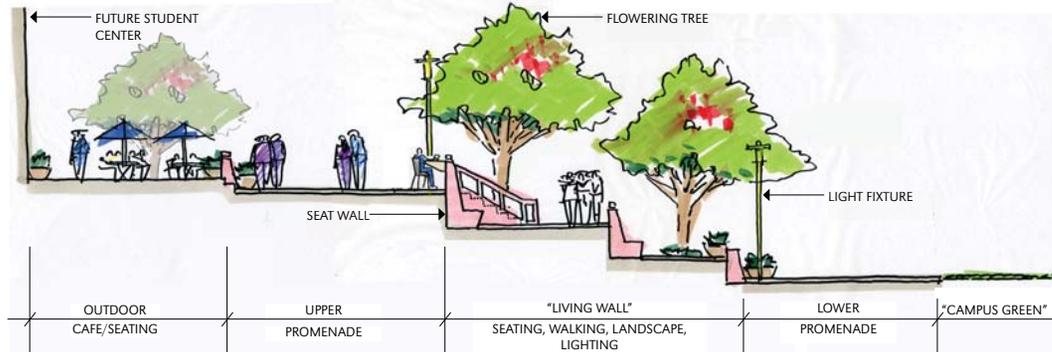
- 1 LABORATORY CENTER
- 2 STUDENT CENTER
- 3 COLLEGE CENTER
- 4 STUDENT SERVICES A
- 5 STUDENT SERVICES C
- 6 OCCUPATIONAL EDUCATION 1
- 7 EMERGENCY SERVICES
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- 10 GYMNASIUM
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- 15 CHILD DEVELOPMENT CENTER EXPANSION
- 16 STUDENT SERVICES B
- 17 NOT USED
- 18 NOT USED
- 19 ADMINISTRATION/ STUDENT SERVICES
- 20 LEARNING RESOURCE CENTER
- 21 HUMANITIES 1
- 22 HUMANITIES 2
- 23 PERFORMING ARTS CENTER EXPANSION
- 24 SCIENCES
- 25 COMMUNITY RECREATIONAL FACILITY
- 26 COMMUNITY CENTER

MAJOR OUTDOOR SPACES | THE LIVING WALL



PLAN VIEW

SECTION VIEW



Extending from the Student Services C building (SSC) to the Performing Arts Center (PAC) Plaza, the Living Wall serves as the transition between the upper and lower campus. Its name refers to the high level of people activity expected at this space. The Living Wall will be an architectural feature and an identity icon of the campus.

By using its series of ramps, stairs and meeting spaces, students and visitors will travel through The Living Wall on their way to the upper campus, the Performing Arts Center or the Humanities Cluster. The Living Wall will become a campus "hot spot" due to its adjacency to the Student Center outdoor cafe, the upper pedestrian spine and the lower promenade. It is a place for circulation, viewing, seating and mingling. People make the wall "living."

Program:

- Circulation
- Socializing
- Viewing
- Seating
- Amphitheater seating (at Performing Arts Plaza)

Elements:

- Series of ramps (8 feet wide, minimum) and stairs
- Alcove spaces give students space for viewing or to socialize away from the circulation flow
- Amphitheater seating at the perimeter of the Performing Arts Plaza for outdoor theater or campus functions
- Benches, which are part of the wall, provide seating along the circulation path
- Wide stairs allow room for students to pass, gather or sit
- Tables, built into the upper portion of the wall, allow students to study while enjoying views
- Planters contain canopy trees for shade, without blocking views to the lower campus or nearby hills
- Pedestrian lights provide nighttime illumination and pedestrian safety

MAJOR OUTDOOR SPACES | CENTRAL QUAD

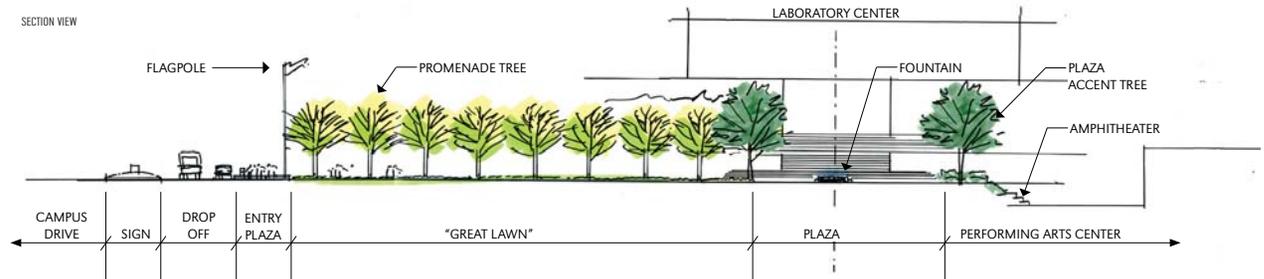


PLAN VIEW

LEGEND

- 1 GREAT LAWN
- 2 PLAZA
- 3 FOUNTAIN
- 4 PERFORMING ARTS AMPHITHEATER & PLAZA
- 5 THE LIVING WALL
- 6 DROP-OFF & ENTRY PLAZA
- 7 ENTRY SIGN
- 8 OPEN SPACE AREA

SECTION VIEW



The new Central Quad is designed to enhance its status as the "heart of the campus". The formal design of a large plaza and "great lawn" (1 & 2) contrasts against the hills to its north. The juxtaposition of the "great lawn" and the open space area (8) makes the Central Quad visible from Campus Drive, visually extends the lawn to the open space area, and connects the campus to the hills. The contrast of formal to natural, the large expanses of green, and the rows of trees establish the Central Quad as the symbolic front door of the campus.

The design and scale of the plaza area will allow large functions and events to occur within the space. A grid paving pattern will integrate the plaza with the campus' historic core. The pattern will be similar to the existing paving grid found throughout the original campus architecture. A low, linear fountain (3) visually connects the Laboratory Center and Student Center buildings, and breaks up the expanse of paving. Students can also sit along the fountain's edge. The graduation ceremony will continue to be held in the Central Quad. However, the orientation of the ceremony will occur along its north-south axis to accommodate more seating within the lawn area.

A landscaped area, part of the Living Wall, marks the southern-most perimeter of the Central Quad. From this edge, visitors can view or enter the Performing Arts Plaza. The terraced steps of an amphitheater provide circulation or seating opportunities within the Performing Arts Center.

MAJOR OUTDOOR SPACES | CENTRAL QUAD



CRAFTON HILLS COLLEGE CENTRAL QUAD



SIERRA QUAD, CALIFORNIA STATE UNIVERSITY NORTHRIDGE



LINEAR FOUNTAIN WITH SEATING EDGE



GRADUATION SEATING ON LAWN

Program:

- Circulation
- Large functions (e.g., graduation ceremony, fundraising functions, student association events)
- Seating
- Passenger drop-off at entry plaza

Elements:

- Large open lawn area with wide pedestrian paths along its eastern and western perimeters
- Double rows of large evergreen trees shade pedestrian paths from drop-off area into plaza area
- Linear fountain at center of plaza
- Grid concrete paving extending from drop-off entry plaza into plaza area
- Four large accent trees at plaza corners (e.g., oak trees)
- Planting area (part of The Living Wall) separates the Central Quad plaza and the Performing Arts plaza
- Campus sign and landscape at drop-off entry island
- Entry plaza at Campus Drive edge
- Bollards and/or flag poles at entry plaza

MAJOR OUTDOOR SPACES | STUDENT SERVICES CLUSTER



PLAN VIEW

LEGEND

- 1 VISITORS CENTER
- 2 VIEW OVERLOOK
- 3 ADMINISTRATION FORECOURT
- 4 COLLEGE CENTER COURT
- 5 STUDENT SERVICES TERRACE
- 6 LANDSCAPE BUFFER

This Cluster consists of several small- and medium-sized spaces.

Visitors Center and Overlook (1 & 2)

Students and other individuals exit Parking Structure 1 and enter onto the lower campus pedestrian promenade via the Visitors Center. The space is designed to give visitors a sense of arrival. Here, they will find an information kiosk with a campus map and other bulletins about the campus. Located opposite the garage exit, they enjoy a view of the surrounding hills from an overlook. They are then directed further into campus by the enhanced paving and rows of trees along the promenade.

Administration Forecourt (3)

Enhanced paving marks the entry court of the Administration building.

College Center Court (4)

This existing courtyard, with its distinct hexagonal paving, provides the campus staff, students and visitors with a well-shaded sitting/eating area. Scheduled events can be held in this space and spillover into the promenade. The existing paving, planters and site furnishing will remain.

Student Services Terrace (5)

The thick hedges along this courtyard's northern and eastern perimeters will be replaced with terraced seating and smaller planters. The change will open up the views into this sunken area, make the space more inviting to passersby, and provide much-needed seating. The grass in the central planter will be replaced to eliminate mowing.

MAJOR OUTDOOR SPACES

STUDENT SERVICES CLUSTER



UC SAN DIEGO CAMPUS WALK



COLLEGE CENTER COURTYARD, CRAFTON HILLS COLLEGE



CAREER FAIR, SANTA BARBARA COMMUNITY COLLEGE



INFORMATION CENTER, UNIVERSITY OF VERMONT



TERRACED SEATING, CSU NORTHIDGE



TERRACED GARDEN, PARQUE BURLE MARXX

Program

- Campus entry and welcome center
- Lower promenade as pedestrian circulation and fire lane
- Flexible event spaces, e.g., fundraiser function, faculty barbecue
- Overlook area

Elements

- Information kiosk near garage exit
- Formal rows of canopy trees along promenade
- Stepped seating with new planters within Student Services Terrace
- Enhanced paving
- Site furnishing
- Pedestrian lights

MAJOR OUTDOOR SPACES | HUMANITIES CLUSTER



LEGEND

- 1 LOWER PROMENADE
- 2 LOWER CAMPUS GREEN
- 3 LRC PLAZA
- 4 HUMANITIES COURTYARD
- 5 HUMANITIES PLAZA
- 6 TOWER
- 7 OVERLOOK PLAZA
- 8 RIPARIAN RAVINE

This group of small- and medium-sized outdoor spaces will be designed to conceptually relate to the arts. The paving, plant material and site furnishings will reflect art-inspired themes, colors and patterns. The spaces are a series of paved courtyards and passages that lead visitors down from the Learning Resource Center (LRC) to the Humanities 2 building. In keeping with the theme, art pieces and sculptures can be incorporated into the design of the spaces.

From the lower campus promenade (1), visitors reach the LRC and Humanities buildings from paths adjacent to the Administration/Student Services building or through the Lower Campus Green (2). The LRC Plaza (3) is one of two major plazas within the Humanities Cluster. While it is an entry court for the LRC and the Humanities 1 buildings, large scheduled or informal gatherings can also happen here.

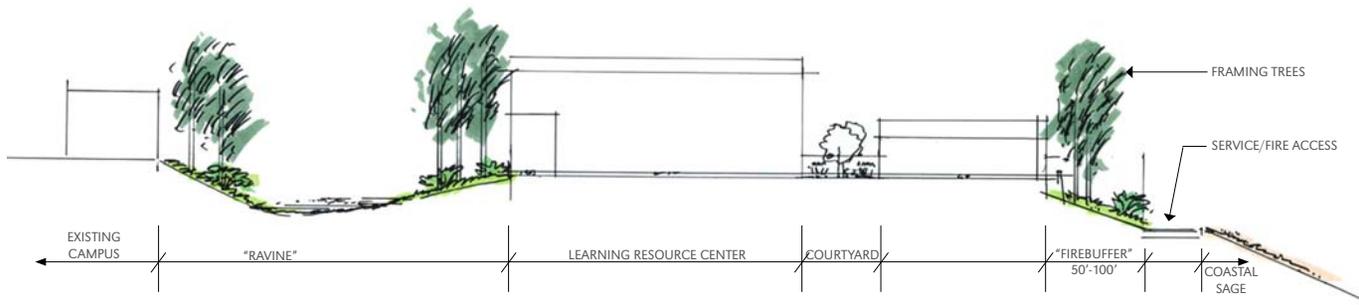
Similarly, the Humanities Plaza (5) serves as building entry courts and function space. The two plazas are connected by the Humanities Courtyard (4) and by their distinct paving treatment. The Humanities Courtyard functions as an outdoor corridor within this cluster of buildings. A row of trees accentuate the linearity of the space. A tower (6), located at the plaza's southern corner, is a featured architectural element of this space.

This Cluster has two overlook areas (7). Near the tower, students step down from a very public space into a more private area that is defined by the juxtaposition of the stairs and paved area with the adjacent hillside. It is a quiet place for viewing and resting. A second overlook area is located at the Cluster's most southern tip. The space is large enough to hold small functions. Trees provide some shade and screening, but the featured element is the view.

A ravine (8) separates the Humanities Cluster from the Student Services Cluster. The ravine provides a transition from the campus landscape to the hillside. Ideas about riparian landscapes and detention basins can be incorporated into the design of the ravine.

PLAN VIEW

MAJOR OUTDOOR SPACES | HUMANITIES CLUSTER



SECTION VIEW OF HUMANITIES CLUSTER

Program

- Building forecourts
- Informal socializing
- Outdoor classrooms
- Sculpture courts
- Flexible event spaces, large and small
- View overlooks
- Private study spaces

Elements

- Specimen canopy trees at two major plazas
- Mediterranean-themed planting at courtyards and plazas
- Concrete planters with seating
- Colored pavers for main plaza paving
- Colored concrete paving bands elsewhere
- Site furnishing
- Pedestrian and architectural lighting
- Planting buffers between overlooks and service road
- Riparian-themed planting at ravine



PORTION OF MONDRIAN PAINTING



UCLA SCULPTURE PLAZA



OLIVE GROVE

MAJOR OUTDOOR SPACES | SCIENCES/MATH/BIT CLUSTER



PLAN VIEW

LEGEND

- 1 SCIENCES PLAZA
- 2 DISPLAY GARDEN
- 3 VIEW OVERLOOK
- 4 STAIRS
- 5 NATURE TRAIL

Similar to the Humanities Cluster, the Sciences/Math/Bit Cluster outdoor spaces will be designed to conceptually relate to the earth sciences, physical sciences, mathematics and other department studies. Ideas about ecology, technology and mathematics will be integrated into the design of the spaces. The Sciences Plaza (1) and the Display Garden (2) are its major outdoor rooms. The campus' east-west pedestrian spine terminates at the Sciences Plaza and an adjacent overlook (3). The spine is also a fire lane at this section.

The Sciences Plaza and the upper Display Garden are connected by a set of existing stairs (4). The stairs will remain a primary social node, as students continue to gather there between classes. Additional seating will be placed at the landing and within the Sciences Plaza in order to encourage student gathering.

The Sciences Plaza serves as a transition from the lower to the upper campus. It will be defined by enhanced paving and a specimen theme tree. In keeping with the science theme, the paving design will include a pattern or element reflecting scientific, mathematical or technological lessons. The plant material will relate to the ecology of the surrounding habitat.

The same design ideas are carried into the upper Display Garden. In contrast to the Sciences Plaza, the Display Garden is a green space surrounded by the existing pedestrian paths and trellis. Informal paths will lead students into the Display Garden, where they can learn about multiple tree species within the same botanical family. The garden represents a place where education occurs outside the classroom.

The Display Garden is a preview of the nature trail (5) located below the Chemistry building. The trail network provides an opportunity to learn about the local flora and fauna. Trail markers provide hikers with information about the hillside ecology. The trail can be extended campus-wide if desired.

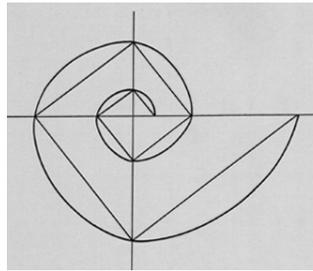
MAJOR OUTDOOR SPACES | SCIENCES/MATH/BIT CLUSTER



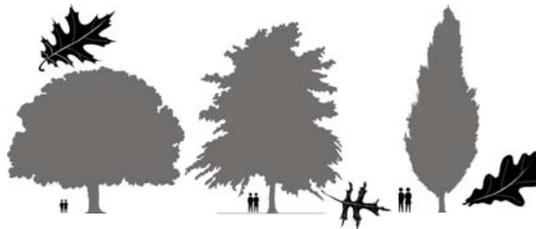
STAIRS WITHIN SCIENCE CLUSTER



INSERTS/ELEMENTS IN PAVING



MATHEMATICS OF THE SPIRAL



DIFFERENT SPECIES OF THE OAK TREE FAMILY



HIKERS ALONG TRAIL

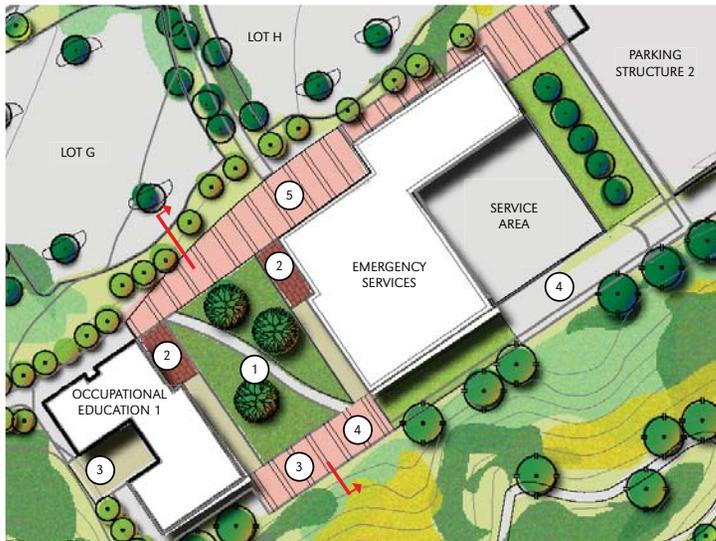
Program

- Informal gathering between classes
- Entry forecourts
- Ecological display garden
- Outdoor classroom
- Pedestrian circulation
- Fire lane
- Hillside viewing
- Hiking

Elements

- Enhance paving at Sciences Plaza
- Colored concrete bands along pedestrian spine
- Specimen tree at Sciences Plaza
- Multiple tree species and other planting within the Display Garden
- Planters with plant material and seating edge
- New trail path and landscape
- Site furnishing
- Lighting

MAJOR OUTDOOR SPACES | EMERGENCY SERVICES CLUSTER



PLAN VIEW

LEGEND

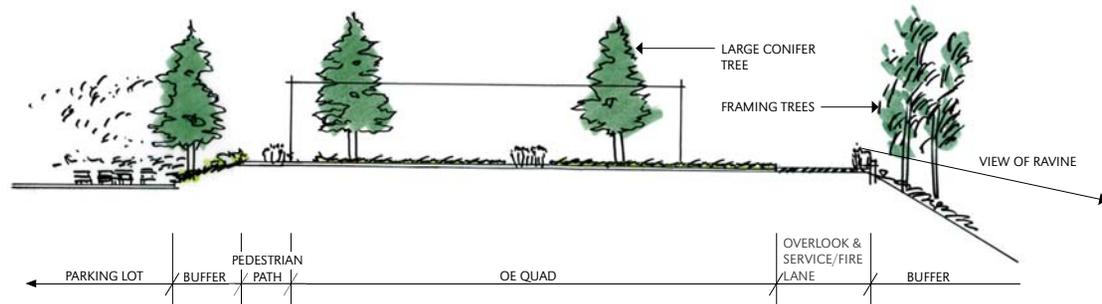
- 1 OE QUAD
- 2 BUILDING ENTRY COURT
- 3 OVERLOOK
- 4 FIRE LANE
- 5 WALKWAY

Located between the campus core and Parking Structure 2, visitors reach the Emergency Services Cluster along a main path extending from the garage to the Cluster's west perimeter. The OE Quad (1) is a large lawn area that connects the Occupational Education and the Emergency Services buildings. Students and faculty will enter each building through small entry courts (2) located near the main walkway.

The design for the OE Quad will express concepts of heroism and courage. Large conifer trees will stand out in an expanse of lawn. The trees' size at maturity symbolizes "bravery" or "courage". People move through paths within and around the lawn. The paths and building entry courts will be designed as "walks of heroes" using enhanced paving, patterns and the placement of objects/words along the paths. Over time, other memorial objects can be introduced as part of a College Donor Program.

At the Cluster's southern and western perimeters, visitors can enjoy the scenic overlooks provided (3). People reach these overlooks along pedestrian paths at the hillside perimeters. A fire/service lane (4) is incorporated into the southern-most overlook and a section of the Quad lawn. An area of the lawn will be made of a reinforced grass paving system to provide a turnaround area for fire trucks and a training/exercise area for the Emergency Services students.

SECTION VIEW



MAJOR OUTDOOR SPACES | EMERGENCY SERVICES CLUSTER



TANNER FOUNTAIN AT HARVARD UNIVERSITY



ENGRAVED WORDS IN ROCKS



DONOR PAVERS



LARGE CONIFER TREE



MEMORIAL MARKER WITH ENGRAVINGS

- Program
- Building entries
 - Informal gathering spaces
 - Emergency service exercises
 - Small and large function spaces

- Elements
- Specimen conifer trees
 - Lawn area
 - Colored pavers
 - Colored concrete paving bands
 - Reinforced grass paving system
 - Planters with plant material
 - Heroes marker/monument

MAJOR OUTDOOR SPACES | COMMUNITY RECREATIONAL CLUSTER



LEGEND

- 1 PEDESTRIAN WALKWAY
- 2 SURFACE PARKING LOT 2
- 3 TENNIS COURTS
- 4 TRACK & FIELD
- 5 POOLS
- 6 BUILDING ENTRY COURTYARDS
- 7 SURROUNDING LANDSCAPE
- 8 OPEN SPACE AREA
- 9 DROP-OFF AREA
- 10 SECONDARY WALKWAYS

A tree-lined pedestrian walkway (1) connects the main campus to the Community Recreational Cluster and its new surface parking lot (2). The new facilities will replace the area currently occupied by a golf course. New tennis courts (3), track & field (4) and pools (5) will enhance the existing athletic program and provide opportunities for on-campus community activities.

The new community buildings, Wellness Center and gymnasium will have courtyards (6) that serve not only as building entries, but also as places for groups or teams to gather before/after competitions, classes or events. The surrounding landscape (7) immediately adjacent to Campus Drive will have an informal character that expresses the quality of the adjacent hillsides. An open space area (8), just west of the gymnasium, will be an extension of the great lawn of the Central Quad (as discussed in an earlier section).

A drop-off area (9) is conveniently located adjacent to the gymnasium. From here, people can move easily from one facility to the next. Secondary and tertiary paths (10) will also connect pedestrians to the Central Quad and other parts of campus, as well as parking along Campus Drive and Parking Structure 2.

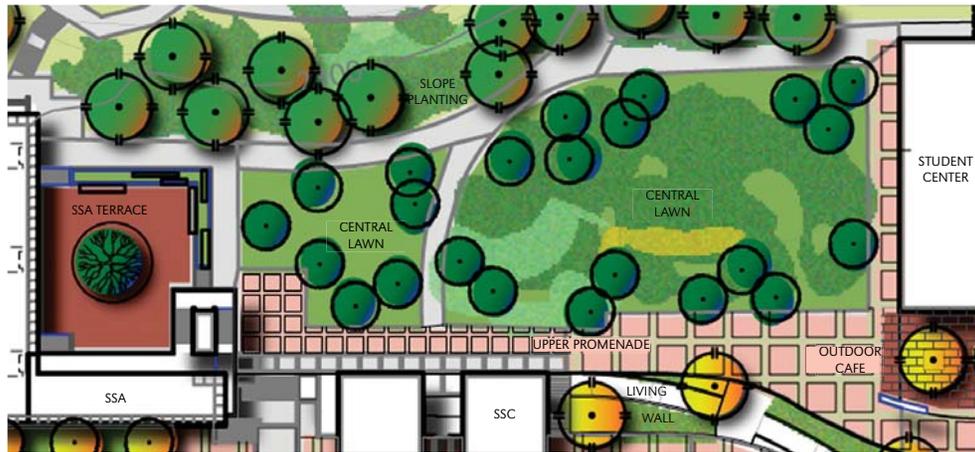
Program

- Athletic events & classes
- Community events
- Building forecourts
- Passenger drop-off areas
- Parking

Elements

- Large lawn and groundcover areas with diverse tree species
- Accent tree along main pedestrian connector
- Landscape planters at parking lot
- Landscape planters at building entries
- Tennis courts
- Track & field facility with bleachers
- Golf putting greens(at portion of open space area)
- Colored concrete paving
- Concrete pedestrian pathways
- Site furnishing
- Pedestrian and architectural lighting

MAJOR OUTDOOR SPACES | CENTRAL LAWN



PLAN VIEW



VIEW OF STUDENT SERVICES BUILDING FROM CENTRAL LAWN

The existing Central Lawn is located between the SSA and Student Center buildings. The Central Lawn has a simple, informal design of London Plane trees planted in an expanse of turf grass bisected by a walkway. The space will continue to function as a place for circulation, shade, and outdoor classes. Damaged turf grass and other plant material will be replaced as necessary. Existing shade, soil and pedestrian traffic conditions may be reasons for the areas of damage. Replacement plants will be selected as appropriate for the condition without changing the original character of the space. In addition, the replacement or treatment of existing trees will be handled in accordance with the recommendations made by the campus arborist*.

Program

- Shade
- Seating
- Informal gathering
- Circulation

Elements

- Trees, turf and shrubs (existing plant material to remain except as noted above)
- Concrete pedestrian walkways
- Site furniture
- Pedestrian lights

* See Consulting Arborist's Report, "Tree Management & Preservation Study," by Greg Applegate, 2005.

5 | ACKNOWLEDGEMENTS

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CREDITS

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ENDNOTES

- 1 Cygelman, Adele. *Palm Springs Modern*. New York: Rizzoli International Publications, Inc. 1999. p. 94.
- 2 Hess, Alan and Andrew Danish. *Palm Springs Weekend: The Architecture and Design of a Midcentury Oasis*. San Francisco: Chronicle Books. 2001. pp. 78-80.
- 3 Cygelman, Adele. *Palm Springs Modern*. New York: Rizzoli International Publications, Inc. 1999. p. 94.